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ABSTRACT

Located in 26 counties, the Florida Migratory Child Compensatory Program enrolls preschool children ages three, four, and five. Since many of these children travel with their parents from county to county, a need for a consistent curriculum emphasis developed. Therefore, using the National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Goals and Standards, educational objectives were developed and adopted for use in the 26 counties. Classroom and supervisory head teachers and others working with preschool age migrant children in Florida helped to write the objectives, suggested activities, and influenced the writing of standard criteria, and in some cases a specific test item, by which to measure each objective. This handbook outlines these objectives, which are listed, following each state standard, in the order of simplest to most difficult, as are the activities suggested for each objective. Information given for each objective includes whether the objective is to be assessed by a given observable criterion or by a criterion test item, what age level the objective is appropriate for, and the number of the State Department of Education accreditation standard that the objective strives to fulfill. Although a description of the test item or observable criterion to use is given, the actual criterion referenced test is not included. (NQ)

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A HANDBOOK FOR TEACHERS OF THREE, FOUR AND FIVE YEAR OLD MIGRANT CHILDREN

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FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

A HANDBOOK FOR TEACHERS OF THREE, FOUR, AND FIVE YEAR OLD MIGRANT CHILDREN

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

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Ralph D. Turlington, Commissioner of Education

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August, 1975

EARLY CHILDHOOD OBJECTIVES

for

THREE, FOUR, AND FIVE-YEAR-OLD MIGRANT CHILDREN

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Foreword

Each year as the northern winds begin to blow many migrant preschool children accompany their parents to various locales in Florida. Each child comes with a unique background and a special need for learning experiences which will enable him to live a full and rewarding life. Many of these preschool children ages three, four, and five enroll in the Florida Migratory Child Compensatory Program which is located in twenty-six Florida counties. Since many children travel with their parents from county to county, a need for a consistent curriculum emphasis developed.

Using the National Migrant Goals, the state of Florida Migrant Early Childhood Guidelines, and the state of Florida Kindergarten Accreditation Goals and Standards, the educational objectives outlined in this handbook have been developed and adopted for use in each of the participating counties.

From the initial development of this handbook, classroom teachers, supervisory head teachers, and others working with preschool age migrant children in Florida have been involved in the writing of these objectives and suggested activities. Input by this group also influenced the writing of standard criteria and in some cases a specific test item by which to measure each objective. Acknowledgement is made to each of these individuals for their help and participation.

Some children are enrolled in the Florida Migratory Child Compensatory Program as young as three years old and continue in the program

for three years. Some enroll initially as four year olds, while some are five years old when they enroll for the first time. With each successive teacher doing her part, it is hoped that by the time a child has completed his five year old experience in the Florida Migratory Child Compensatory Program he will have achieved most of these objectives.

Migrant Early Childhood teachers will want to use these objectives as a basis upon which to build their instructional program. Realizing that there are many ways to achieve these objectives, Migrant Early Childhood classroom teachers submitted activities and materials which were successful in helping their children achieve these objectives. Teachers may choose from this variety of activities and materials which are suggested in this handbook.

Knowing that young children develop and learn at different stages, teachers will recognize that these objectives are appropriate for more than one age group and can be presented at an earlier age than is indicated. If an objective is indicated for five year old children, it can possibly be introduced to a four and even a three year old child, but only the five year old child would be expected to achieve that objective. Even then, there could be some five year old children who would need more time and effort in order to achieve this objective than their Migrant Early Childhood experience can provide for them.

The objectives which follow each state standard are listed in the order of simplest to most difficult, as are the activities suggested for each objective. If clarification is needed for the intent of any of the objectives, it is suggested that the teacher reread the state standard which preceeds the objective.

The teacher will want to assess each child on the achievement of these objectives both for diagnostic and evaluative purposes. To aid the teacher with this task, some objectives will be measured with a specific test item while others will be observed in the child's behavior either individually or in a group setting using a standard criterion. Hopefully this assessment process will enable each teacher to provide those activities and materials which are needed by each child as well as to indicate the amount of growth made by each child while in the program. A description of the test item or the criterion to use when observing the child is given for each objective. The actual criterion referenced test is not included in this handbook but is available under separate cover.

Numbers such as X3.104 refer the teacher to the State Department of Education accreditation standard that each objective strives to fulfill.

It is hoped that this handbook for teachers of three, four, and five year old migrant children will be of great value to teachers as they endeavor to provide for the many needs of their children.

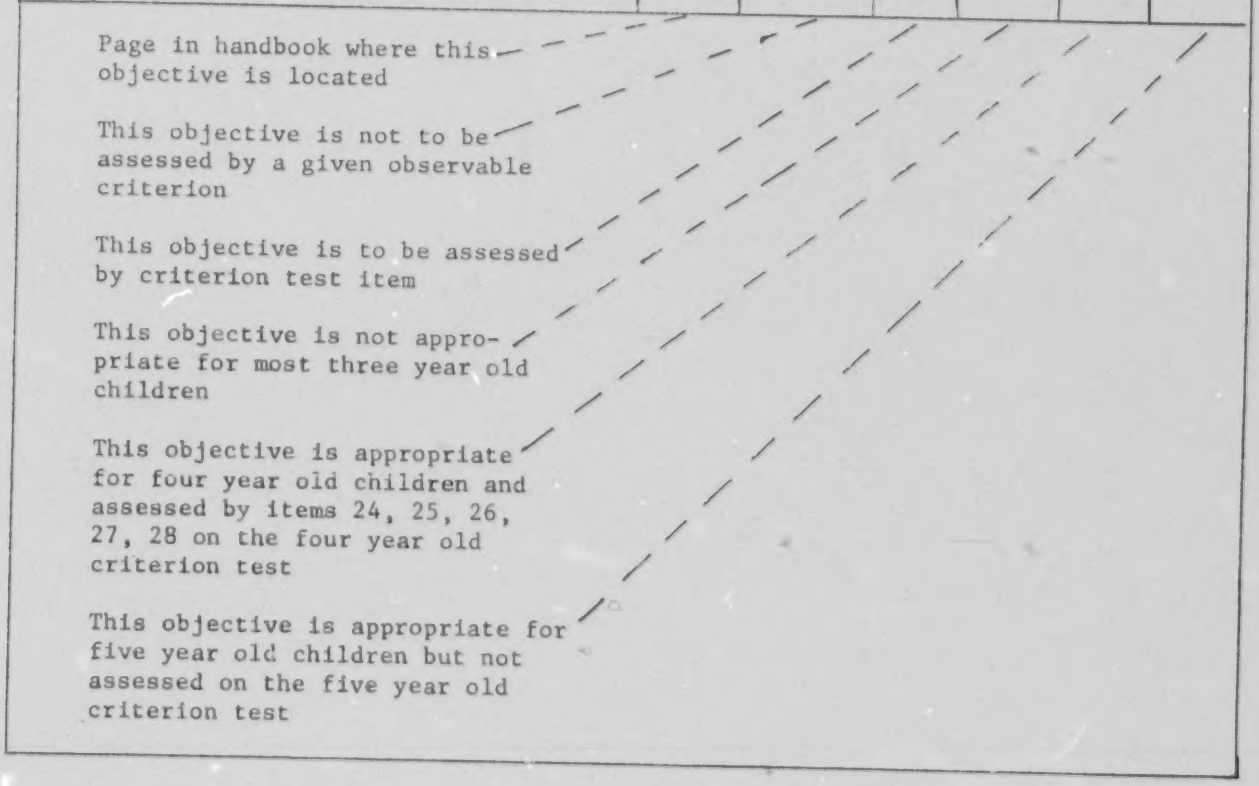
Many teachers and head teachers in the FMCCP have contributed to the material which comprises this manual. Those who have made contributions are too numerous to list individually. The Florida Migratory Child Compensatory Program is indebted to these contributors for their untiring efforts.

ORGANIZATIONAL OUTLINE

This outline is presented as an aid in using the handbook. Refer to the following key for interpretation.

OUTLINE KEY

EXAMPLE A							
No.	Objective	Page No.	Observable Item	Test Item	Three Year Old	Four Year Old	Five Year Old
19.	Answers questions about story	42		X		24-28	*


Page in handbook where this objective is located
This objective is not to be assessed by a given observable criterion
This objective is to be assessed by criterion test item
This objective is not appropriate for most three year old children
This objective is appropriate for four year old children and assessed by items 24, 25, 26, 27, 28 on the four year old criterion test
This objective is appropriate for five year old children but not assessed on the five year old criterion test

OUTLINE KEY

EXAMPLF B		Page No.	Observ-able Item	Test Item	Three Year Old	Four Year Old	Five Year Old
No.	Objective						
4.	Tells of something he likes to do	17	X			*	*

Page in handbook where this objective is located

This objective is to be assessed by a given observable criterion

This objective is not to be assessed by criterion test item

This objective is not appropriate for most three year old children

This objective is appropriate for four year old children

This objective is appropriate for five year old children

ORGANIZATIONAL OUTLINE

No.	Objective	Page No.	Observ-able Item	Test Item	Three Year Old	Four Year Old	Five Year Old
1.	Verbally interacts with children	12	X		*	*	*
2.	Expresses needs orally to teacher	14	X		*	*	*
3.	Verbalizes in role playing	15	X		*	*	*
4.	Tells of something he likes to do	17	X			*	*

No.	Objective	Page No.	Observable Item	Test Item	Three Year Old	Four Year Old	Five Year Old
5.	Tells one thing he likes about school	18	X			*	*
6.	Verbally describes object or experience	19	X			*	*
7.	Verbalizes emotion expressed in story	22		X		22-23	6-7
8.	Describes what he likes about film	24	X			*	*
9.	Dramatizes story with appropriate dialogue	25	X				*
10.	Tells how to use three classroom objects	28	X			*	*
11.	Classifies set of three objects	29		X			17
12.	Uses word phrases to describe an object	31		X			31-32
13.	Recites poem, etc. with group	33	X		*	*	*
14.	Restates oral directions to another student	36	X		*	*	*
15.	Retells story in own words	37	X				*
16.	Takes turn to speak and listen in group	38	X				*
17.	Follows two part directions in sequence	40		X	6-7	*	*
18.	Identifies two items mentioned in story	41		X	8	6	*
19.	Answers questions about story	42		X		24-28	*
20.	Identifies common sounds	44		X	9-13	7-11	10-14
21.	Names and identifies three animal sounds	46		X	14-18	*	*
22.	Identifies like and different	48		X		*	15-16

No.	Objective	Page No.	Observ-able Item	Test Item	Three Year Old	Four Year Old	Five Year Old
23.	Classifies environmental sounds	49	X				*
24.	Places three pictures in sequence	52	X				25
25.	Performs three directions in sequence	54		X			8-9
26.	Repeats three items in sequence	55		X			18-19
27.	Selects stories and records he likes	57	X		*	*	*
28.	Identifies objects on request	59		X	19-23	12-16	*
29.	Classifies pictures by content	60	X				*
30.	Names objects in picture	63		X	24-28	17-21	20-24
31.	Describes action in picture	65		X		29-31	26-28
32.	Identifies emotional tone in picture	66		X			85-86
33.	Demonstrates emotion in picture	69		X			29-30
34.	Points up or down	72		X	29-30	*	*
35.	Touches parts of body	73		X	1-5	1-5	1-5
36.	Makes random cuts	75	X		*	*	*
37.	Swings arms individually and together	76	X		*	*	*
38.	Turns pages one at a time	77	X		*	*	*
39.	Performs manipulative activities	78	X		*	*	*
40.	Catches beanbag	79	X			*	*
41.	Throws beanbag in basket	81	X			*	*
42.	Walks balance beam	82	X			*	*
43.	Balances on one foot	83	X			*	*

No.	Objective	Page No.	Observable Item	Test Item	Three Year Old	Four Year Old	Five Year Old
44.	Makes circle with leg and foot	85	X			*	*
45.	Points to front and back	86		X		32-33	*
46.	Cuts along given line	87	X			*	*
47.	Skips	89	X				*
48.	Holds primary pencil correctly	90	X				*
49.	Traces outline of objects	92	X				*
50.	Copies lines and shapes	94		X			35-37
51.	Ties shoelaces in bow	96	X				*
52.	Raises right and left hand	97		X			33-34
53.	Exhibits proper health habits	100	X		*	*	*
54.	Demonstrates proper use of tools	102	X		*	*	*
55.	Demonstrates established safety rules	104	X		*	*	*
56.	Walks around an object	106		X	39	*	*
57.	Places objects together	107		X	63	78	*
58.	Identifies biggest and smallest	108		X	35-36	41-42	*
59.	Places object on table	110		X	41	*	61
60.	Places object over and under table	111		X	40,42	*	60,62
61.	Places object in front and behind	112		X	37-38	*	58-59
62.	Locates triangle, square, circle and rectangle	113		X	31-34	37-40	38-41
63.	Identifies shapes	115		X	43-46	50-53	49-52
64.	Points to objects of same size	117		X		43-44	45-46

No.	Objective	Page No.	Observable Item	Test Item	Three Year Old	Four Year Old	Five Year Old
65.	Identifies inside and outside	118		X		*	56-57
66.	Points to objects above and below	120		X		54-55	53-54
67.	Points to top and bottom	122		X		56-57	63-64
68.	Identifies tall and short	123		X		46-47	47-48
69.	Identifies longer and shorter	125		X		45	*
70.	Identifies beside	126		X		58	*
71.	Identifies more and less	127		X		48-49	*
72.	Identifies across	128		X			87
73.	Identifies between	129		X			55
74.	Claps faster and slower	131		X			88-89
75.	Identifies heavier and lighter	134		X			90-91
76.	Identifies first, middle and last	136		X			42-44
77.	Counts to ten	138		X		*	65
78.	Verbally selects specified number	140		X		59-60	66-67
79.	Selects number specified by symbol	142		X			68-69
80.	Matches objects by color	145		X	47-49	62-64	*
81.	Matches shapes that are alike	147		X	55-57	70-72	*
82.	Demonstrates one to one correspondence	149		X	*	61	*
83.	Recalls and replaces objects in order	150		X			70
84.	Names family members and one thing each does	152	X			*	*
85.	Identifies community helpers and their task	154		X		79-82	71-74

No.	Objective	Page No.	Observ-able Item	Test Item	Three Year Old	Four Year Old	Five Year Old
86.	Names articles of clothing	157		X	50-54	65-69	75-79
87.	Names animals from picture	159		X	58-62	73-77	80-84
88.	Demonstrates proper care and use of materials	161	X		*	*	*
89.	Performs harmoniously with group	162	X			*	*
90.	Names three means of transportation	163		X			92-94
91.	Tells one important thing about himself	167	X		*	*	*
92.	Selects similar art experiences	169	X		*	*	*
93.	Constructs art work relative to class work	171	X				*
94.	Selects art media he likes	173	X		*	*	*
95.	Paints using own ideas	175	X		*	*	*
96.	Illustrates story or poem	176	X				*
97.	Moves freely to music	178	X		*	*	*
98.	Learns songs expressing feeling	180	X		*	*	*
99.	Tells how music makes him feel	181	X				*
100.	Responds to music, elects similar activities	183	X		*	*	*
101.	Claps to rhythm of music	185	X		*	*	*
102.	Sings five songs	187	X		*	*	*
103.	Repeats rhythm by clapping	188	X				*
104.	Creates own rhythm	190	X				*

NATIONAL MIGRANT GOAL

Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE

Provide language experiences and activities to develop the necessary verbal ability for effective expression and communication with others.

STATE KINDERGARTEN STANDARD GOAL

Develop skills to communicate ideas and feelings through language, movement, art, music, literature, and other media.

STATE KINDERGARTEN STANDARD

The child expresses himself orally in individual and group situations.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.097

1. Given the opportunity to participate in unstructured group situations, the child will verbally interact with other children.

SUGGESTED ACTIVITIES AND MATERIALS

1. Adults should circulate among interest centers joining existing conversations and initiating conversation among others.

INTEREST CENTERS*

a. Housekeeping
Kitchen equipment (stove, sink, cupboard, dishes, pans) dress-up clothes, mirror, empty food cartons, bed and large dolls, table and chairs.

b. Carpentry
Real tools (saws, hammers, nails, clamps, a vice) soft wood, sand paper, bottle caps, magnet--tool storage. Active adult supervision is recommended whenever the carpentry hand tools are being used by children.

c. Block Building
Large numbers of unit blocks on low shelves. Small boats, cars, trucks, animals and people. Hollow blocks, smooth boards.

d. Arts and Crafts
Double easels, covered cans for paint, wide brushes, large paper, table and chairs, paint, crayons, scissors, glue, clay, play dough, scraps of cloth, construction paper, oil cloth (or shower curtain), sponges, hooks for smocks, a place for drying pictures.

e. Cooking
Cooking ingredients, utensils, hot plate and/or portable oven, recipe on large picture chart.

f. Sand or Water Play
A plastic pool, metal tub or commercial sand and water table or trough.
For sand: Spoons and shovels, trucks, cars and boats, plastic containers, sifters.
For water: Rain coats or plastic smocks, plastic containers, objects to float and sink, soap suds, food coloring, a piece of hose, funnel, measuring cups.

g. Music
Phonograph and records, rhythm instruments, piano or autoharp, open space for moving to music and rhythms.

h. Library
Children's books, display racks, comfortable place to sit (rug or carpet squares). Someone to sometimes read to a child or listen to him talk about his book...puppets...flannel board.

i. Table activities
Puzzles, puzzle rack, shelves to hold peg boards, matching games, stacking toys, table blocks, counting objects.

j. Science
Animal and cage, fish bowl, balance scales, batteries, magnets, magnifying glass, growing plants, experiments (planting seeds, waterplay). A table for objects brought to school by children and teaching staff (bird's nest, sea shells, rocks, leaves, caterpillars, etc.).

2. Children and adults participate in informal discussions during work and play, during clean up time and at snack time.

3. In daily co-planning sessions, children are encouraged to choose an activity for that period, such as block play, painting, table games, housekeeping corner, etc.

4. The children determine the "rules" or guidelines for use of interest centers. These may be printed on charts posted near the centers, and reviewed with children from time to time. Keep rules short, simple and few in number. Thus the children accept the responsibility for working cooperatively, and self discipline and group cooperation is encouraged.

5. A "Crew Leader" or chairman may be appointed for an activity period. He might choose his crew to work in the block center or choose from volunteer participants for a lotto game, a mural project or the housekeeping center. When a participant decides to leave a group, he notifies the chairman who in turn, notifies another child who wants to join the group when an opening occurs.

*Childhood Resources
In-Services Training Material
"A Classroom Planned for Learning"

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child will use words, word phrases to communicate with his peers.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.098

2. In a situation in which a child finds he does not have the necessary materials, equipment and/or directions with which to accomplish a given task, the child will express his needs orally to the teacher.

SUGGESTED ACTIVITIES AND MATERIALS

1. Encourage all children, especially the Spanish-speaking children, to ask for things in Spanish or English. When they ask something in Spanish, show them a simple way of saying the same in English and ask them to repeat it. Praise all efforts of communicating.

2. On occasion, deliberately set out fewer materials than are needed.
   Ask: Do we have everything we need?
   Who can ask the helper to get what is missing?

3. Using large pictures of classroom activities ask the children:
   a. What are these children doing?
   b. What materials do they have?
   c. Do they have everything they need?
   d. What else will they need?
   Examples: "Picture Story Set"
   - Bowmar Publishing Corporation

4. Organize classroom so that there is a specific place for keeping each item. Encourage children to put items away in this same place after use, thus making it easier to locate needed equipment and to ask for these materials when needed during a task.

5. Play "What If" game: What would you do if you wanted to use the _____ and you couldn't reach it?

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked to paint a picture, using a paint brush, the child will ask the teacher for the brush, which was not initially provided.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.122

3. Given a role playing situation, the child will demonstrate his ability to verbalize through his interpretation of the role.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children.
   Example: I Want to Be Books
   Children's Press

2. Have children imitate the sound and movement of animals: Walk like elephants, buzz and fly like bees, walk quietly like mice, bend and sway like trees, etc.
   Example: "Folk Song Carnival" Hap Palmer

3. Have a child pretend to be an animal. Class will guess what animal he is.
   Example: Learning Basic Skills Through Music, Vol. I
   "Elephant Walk", Hap Palmer Basic Activities Record

4. Plan field trips to some of the following places where community helpers can be seen in action:
   a. Fire Station
   b. Post Office
   c. Clinic
   d. Police Station (or have a policeman come to your class)
   e. Dairy

5. Have a child wear the hat of one of the community helpers. Set up a situation where the child will be that person. Have other children be the people who will be served by this helper. Encourage verbalization as the children act out the scene.

6. Role play favorite stories, nursery rhymes and songs.

7. Role play to lessen fears, renew experiences; i.e. the visit from a nurse, expected fire drills, planning for field trips.
   Use props that help to create an atmosphere: nurses caps, stethoscopes, telephones, tools, dress-up clothes, etc.

8. Have children role play a story with props made to resemble the characters in the story.
   Provide large sheets of cardboard with head and arm holes for children to use. Decorate with yarn for hair and use bright painted clothes.

9. Play policeman and lost child game. Teacher pretends she is looking for her lost child, describes him to a policeman (another child) by describing clothing the child is wearing. Policeman circles room searching for the child who fits the description.

10. Set up housekeeping corner as a restaurant. Have children assume the role of customers, waitress, cashier, etc.

11. Read Blueberries for Sal. Robert McCloskey - Viking Press Teacher asks, "Show us how you think the mother bear would sound when..." (Describe a situation.)

12. Let frequent dramatization of school life situations aid in clarifying the need for safety rules and guidelines for classroom cooperation, such as a special trip to the playground to demonstrate how to roll to safety after falling and being dragged by the merry-go-round or role playing of an incident where a child's block tower is kicked down by an angry classmate.

13. Discuss a picture portraying a life situation, such as an adult helping a child repair his tricyle or a policeman talking to a tearful child. Ask volunteers to act out the scene furnishing appropriate dialogue.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When given the story of The Three Bears, the child will use words in acting out the role of one of the characters.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.098

4. Given the opportunity, the child will tell something he likes to do.

SUGGESTED ACTIVITIES AND MATERIALS

Allow and encourage children to:

1. make choices of activities they wish to do.
2. help plan class projects.
3. evaluate the day's activities.
4. help other children with their projects.
5. take on certain responsibilities in the classroom.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will tell something he likes to do, using one word or word phrases.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.097

5. Given the opportunity, the child will tell one thing which he likes about school.

SUGGESTED ACTIVITIES AND MATERIALS

1. To the tune of, "Here We Go Round the Mulberry Bush" sing "What Did We (you) Do in School Today?" Sing this song as a group of children or as one child prepares to leave for the day.

   What did we do in school today?
   (Repeat twice more)
   That made us very happy.
   We baked a birthday cake for Ted
   (Repeat twice more)
   That's what we did today.
   (Response varies according to the day's activities)

2. Tape children's voices as they participate in daily activities. Children identify favorite activities as the tape is played.

3. Discuss yesterday's favorite activities during circle time. Child role plays his favorite activities. Other children name these activities.

4. Have children draw pictures of what they like best about school. Share children's pictures with the class.

5. Have children look through magazines for pictures of things they like to do, cut them out and paste them in a scrapbook. Later, have each child discuss his choices with teacher/aide/peers.

6. Make a class booklet, "What I Like to Do in School." Ask each child what he likes to do in school. Take a picture of each child doing the activity he names. Let the child tell you about his picture. Write what he says about the picture on his page of the class book.

   A variation of this could be to take pictures of children doing what they like to do and then write experience charts for the child to have displayed in the room and then to take home.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will tell one thing which he likes about school in one word or word phrases.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.119

6. Given the opportunity, the child will verbally describe an object or experience to the class, the teacher, or another child.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children practice verbal description on a one to one basis with teacher and aides as often as possible, conversing during walks, lunch, on play ground and during early arrival time.

2. Have teachers and aides move freely around the centers as work progresses, involving children in conversation about their projects.

3. Have open house for other classes in the school to visit to see what the children have done. Before the visit, have children decide what they want to show the visitors.

4. Take time to talk to each child about his creative works: Tell me about what you have made! Encourage children to talk to each other while they are creating so that they become fluent in describing what they are doing.

5. Occasionally call the group together after interest center time is over and before everything has been put away. Ask three or four children to show the group what they have made.

6. During circle time, give children opportunities to share happenings and personal belongings brought from home. Encourage verbal description by asking such questions as:
   What color is your car or truck?
   Is it bigger or smaller than the one we have in our room?
   Who gave it to you?
   What can you do with it?
   Would you like to go there again?
   Who did you go with?
   Did you have fun?

7. Use a feel bag or box: What do you feel? Is it hard, soft, rough, smooth? Show us something in the room that feels like it.
   Paper bag or small box (objects easily identified by "touch" such as: ball, figure of a man, small bottle and pencil).

8. Have a special Object Day once a week. Ask each child to select an object from the classroom (or utilize an object brought from home). Group the objects according to:
   a. size
   b. color
   c. moveable parts
   d. shape
   e. weight

   As each group stands ask one child to tell the group why the objects are being grouped together.

9. After a field trip taken by the class, show children pictures taken on the trip. Have children state where they were and what they did.

10. Have a surprise box which contains pictures of many items and activities which the children have seen and done on their many field trips. During circle time, have children take turns picking a card out of the surprise box and telling the other children where this was seen or done.

11. When a child completes a project he is especially proud of, arrange a time to show it to the class and explain it or encourage him to take it to "show and tell" to another interested adult (custodian, principal, another teacher he likes, the lunchroom manager).

12. Before the children go home ask them to tell something they did today at school alone, with another child, with a group and/or with the whole class.

    Make a large circle of colored construction paper. Attach a handle.

    Have the child start his sentence with:
    Today I .....

13. Using pictures from "Moods and Emotions," David C. Cook Co., encourage discussion by asking such questions as: What happened to you that made you feel like this child?

14. After participating in a cooking project, have children recall the steps in preparing the gelatin, pudding, etc. Role playing can be helpful in practicing telling how it was done to the principal (coordinator, custodian, etc.) when sharing the tasty results.

15. Have children role play host and hostess roles. When visitors come to the classroom ask a child to show them around the interest centers, display tables, and to explain bulletin boards, individual and class projects.

16. After field trips have children make a picture of what they saw or did. "Tell me (us) about your picture."

17. Leave tape recorder set up to encourage children to record observations and experiences. Sometimes shy children will use recorder before they feel comfortable in conversation.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When shown an object and asked to describe it, the child will do so by using word phrases. For example, say, "Tell me about this.," e.g., size, use, other attributes.

LEVEL 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.097

7. After listening to a paragraph about a person in a situation, the child will tell whether the person would be happy or sad.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use fingerplays which depict feelings.
   Learning Time with Language Experience with Young Children
   Louise Bender Scott
   Webster, McGraw-Hill

2. Read appropriate books and nursery rhymes to children. As you read help children verbalize how various characters in the story feel. Some emotions which might be verbalized are:
   Loneliness, fright, surprise, anxiousness, determination, anger, and happiness.
   Some suggested titles:

   Make Way for Ducklings
   Robert McCloskey
   Viking Press

   The Little Engine That Could
   Watty Piper
   Platt and Munk Publishers

   Three Billy Goats Gruff
   Illustrated by Marcia Brown
   Harcourt Brace - Jovanovich

   David Was Mad
   Bill Martin Jr.
   Holt, Rinehart and Winston

   Frances Face Maker
   Bill Martin Jr.
   Holt, Rinehart and Winston

3. Pantomime emotions. Use classroom mirror.

4. Enclose smiling, sad, angry face pictures in an envelope and let child draw a picture from envelope and describe if face is happy, sad, etc.
   "Moods and Emotions"- teaching pictures
   David C. Cook Co.

5. Have a child demonstrate how he would walk: a) through sandspurs, b) down a dark scary street, c) on the way to buy an ice cream cone, d) on the way to get a shot, e) to get your ball out of the street.

6. Describe a situation. Choose a picture which shows a facial expression to correspond with that situation.

7. Talk about the feelings of characters in story situations and try to get the children to apply these to their own experiences. Always strive for positive reinforcement where self-expression is concerned. Role playing is a good activity for playing out feelings that children cannot talk about in their day to day living.

DESCRIPTION OF TEST ITEM:

Read the child a short story. Afterwards, ask the child to tell you if the story was happy or if it was sad.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.098, X3.099

8. After viewing a film or filmstrip, the child will describe a part that he liked.

SUGGESTED ACTIVITIES AND MATERIALS

1. Record the comments made by the children as they watch a film. Play the tape without the picture.

2. Allow the child who is the day's leader to choose a story or filmstrip to be shared with the class. Let him tell why he chose it and what he likes about it.

3. Run a filmstrip or a 16mm film without the sound and let children take turns telling the story as film is shown.

4. After watching a movie, have children:

   a. Act out a favorite scene.
   b. Illustrate a favorite scene.
   c. Pantomime a favorite scene.
   d. Use puppets to tell stories.
   e. Listen as one child tells the story, while others portray characters in the story.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will describe a part of the film or filmstrip he liked by using at least a word phrase or a sentence.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.097, X3.098, X3.099

9. After hearing a story several times, the child will dramatize the story or the role of the character in the story using appropriate dialogue.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use stories relating to home life first for role playing such as:
   The Small Family - Lois Lenski
   What Do Daddies Do?
   What Do Mothers Do?
   The Big Family Book

2. Present stories to children using as many media as possible before expecting dramatization.

   Examples: Picture book version of "Goldilocks"
   Filmstrip version - 16mm films
   Teacher does a dramatization using "Story Sets" of "Goldilocks" by Judy Co.
   Children use listening center to listen to story record version
   Use child size puppets by Instructo Co.

3. Dramatize favorite stories using minimum props. Accept original ideas and dialogue.

   Examples: Caps for Sale
   Esphyer Slobodkinn
   Scholastic Book Services

   The Gingerbread Boy

   Little Red Riding Hood

   Tell Again Story Cards and
   Tell Again Nursery Rhymes
   Louise Bender Scott
   Webster Division, McGraw-Hill

4. Encourage dramatization whether there is an audience or not. A group may want to "play" Goldilocks during activity time, recess or early morning arrival time while their classmates are involved with other activities.

   Possible props:
   - cardboard life size puppets (faces cut out)
   - blocks
   - housekeeping center equipment
   - dress-up clothes
   - puppets and puppet theatre (a table turned on its side will do)

5. Have children make puppets, decorating paper bags to resemble characters. The puppets may be used to dramatize a story or the role of characters in the story.

   Puppet materials:
   - paper bags
   - art materials
   - lollipop sticks and construction paper
   - Magic Marker to draw face on thumb

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child will act out the role of the wolf in the Three Little Pigs using the wolf's words, "I'll huff and I'll puff and I'll blow your house down."

STATE KINDERGARTEN STANDARD

Students demonstrate evidence of growth in oral expression using a large and more meaningful vocabulary.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.098, X3.099

10. Upon request, the child will tell how to use three objects found in the classroom, e.g.:

We draw with crayons.
We cut with scissors.
We can bounce a ball.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play the following game: Have the children take turns being the leader. The leader says, "I am thinking of something --" and tells how the item is used. The other children guess the name of the item.

2. Play "What Is It?" Put several common objects in a box, e.g., scissors, crayon, ball, small truck. Children take turns getting an object from the box and describing it.

3. Describe use of objects used daily at eating time. A spoon or fork to eat with, a straw to drink milk or juice, a napkin to wipe hands or face, etc.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When shown crayons, scissors and a ball, the child will use words to tell how each is used.

LEVEL-5
TEST ITEM
ACCREDITATION NUMBERS X3.098, X3.120

11. Upon request, the child will classify a set of three objects or pictures according to a common characteristic; e.g., cat, dog, and pig are all animals; circle, square and triangle are all shapes.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children opportunities to experiment with objects without any directions. Ask them why they "classified" objects as they did.

2. On a table or a rug place four objects, three of which belong together. Have children sing the following song from Sesame Street:

   "One of these things is not like the others,
   One of these things doesn't belong,
   One of these things is not like the others,
   See if you can tell before we finish this song."

   Have children remove the object that doesn't belong. Have available an object which could be classified with the other three.

3. Give children many opportunities to classify items into two groups by using such items as:
   a. beads of different shapes and colors
   b. flannel board classification kits

4. Use two colorfully decorated containers. Place a variety of nuts, bolts, screws, washers, and a large assortment of toy animals before the children. Have children classify the items into two groups.

5. Classify attribute blocks according to:
   a. color
   b. size (large or small)
   c. thickness (thick or thin)
   d. shape (circles, triangles, rectangles, squares)

6. Follow directions as indicated for commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Giant Steps, Perceptual Skills
   Reader's Digest Company

7. Classify objects:
   a. circus animals, farm animals
   b. fruits, vegetables
   c. boy's/men's clothes, girl's/ladies' clothes
   d. things that float, things that sink
   e. things that are heavy, things that are light

8. Mount pictures of animals on tagboard squares. Punch hole in tagboard and insert a piece of yarn long enough to hang around each child's neck. Have the children group themselves together as animals that are pets, farm animals, birds, etc.

DESCRIPTION OF TEST ITEM:

Show the child a picture of a car, a truck, and a bus. Ask the child to tell you something that is the same about all of them.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBERS X3.098, X3.119

12. Upon request, the child will use word phrases to describe an object, e.g., a red square block.

    It is red.
    It is square.
    It is hard.

SUGGESTED ACTIVITIES AND MATERIALS

1. Describing objects can easily be done during meal times. Have children describe taste, smell, color, cooked, raw, hot, cold, etc.

2. Play "Let's Go Fishing" game. Make a variety of simple things from tagboard, pictures cut from magazines and mounted on tagboard, etc. Attach paper clip to each item. Provide fishing pole with small magnet on the end of the line. Child goes fishing and describes what he caught.

3. Play "I Spy" game. Children take turns describing object that they see while others try to guess what it is.

4. Use the "Magic Box." Have child describe what he feels when he puts his hand inside.

DESCRIPTION OF TEST ITEM:

Show the child an object. Ask the child to tell some things about it (shape, size, color, etc.). Child must name at least two characteristics of the object to qualify as correct.

STATE KINDERGARTEN STANDARD

The child demonstrates competency in oral expression.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.009

13. Upon request, the child will recite a fingerplay, nursery rhyme or poem with his group.

SUGGESTED ACTIVITIES AND MATERIALS

1. Show appropriate filmstrips with recordings and play appropriate records.

   Examples:

   "Nursery Rhymes in Song," Set I & II
   Scott Educational Division - The Jam Handy Organization

   "Mother Goose Songs"
   Bowmar Publishing Corporation

   "Modern Mother Goose"
   Harold and Mary Jane LeCrone
   Instructor Publications, Inc.

   "Song Stories for Little Boys and Girls"
   Robin Hood Records

2. During daily circle time teach children fingerplays and nursery rhymes. After they have learned several, give children the opportunity to choose and recite their favorite each day. Let children do this first as a whole group, then a small group, then encourage children to recite alone. Tape their voices. Play back and encourage class to guess whose voice was heard. Refer to resource materials such as:

   Fingerplays and Action Rhymes for Flannel Board
   Louise Bender Scott
   Webster, McGraw-Hill

   The Best of Mother Goose
   Richard Scarry
   Western Publishing Company

   Big Book of Favorite Nursery Rhymes
   Instructo Company

   Tell Again Nursery Rhymes
   Louise Bender Scott
   Webster Division, McGraw-Hill Company

Learning Time with Language Experiences with Young Children
Louise Bender Scott
Webster, McGraw-Hill

Nursery Rhyme Teaching Pictures
David C. Cook Publishing Company

Fingerplay Time
Mary Jackson Ellis and Frances Lyons
T. S. Denison Company

Let's Do Fingerplays
Marion F. Grayson, illustrated by Nancy Weyl
David McKay Company, Inc.

Let's Play a Game
Ginn & Company, Dallas, Texas

Finger and Action Rhymes
Mabelle B. McGuire
Instructo Handbook Series

3. As children are being soothed to sleep at nap time, ask the child to whisper a favorite nursery rhyme or fingerplay to the adult.

4. Display nursery rhyme pictures. Encourage child to select his favorite and recite it.

5. During spare minutes between activities, encourage a child to lead the group in fingerplay about the bunny or the nursery rhyme that tells about a little boy who was fast asleep.

6. Encourage children to share verses, street rhymes and jump rope chants from their culture. Write them on experience charts; tape them.

7. As children recite a nursery rhyme, place in order picture cards which illustrate the rhyme. The children take turns placing the cards in order while reciting the rhymes.

Examples:

Tell Again Nursery Rhyme Story Cards
Louise Bender Scott, McGraw-Hill

Nursery Rhymes Picture Sets
David C. Cook, Company

CRITERIA FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Level 3

When asked, the child will recite the "Funny Little Train" with his group.

The funny little train (Walk fingers up the arm.)
ran up the track
It said, "Toot, toot" (Pull imaginary cord over the shoulder.)
and ran right back. (Walk fingers back down the arm.)

Level 4

When asked, the child will recite "Jack and Jill" with his group.

Level 5

When asked, the child will recite "Hickory Dickory Dock" with his group.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.099

14. Given simple oral directions for performing a specific task, the child will communicate orally these directions to another student.

SUGGESTED ACTIVITIES AND MATERIALS

1. Allow children to be messengers. Use role playing to help the child deliver a clear message or request.

2. Ask a child to give directions to another child or visitors on location of the office, supply room, where to deliver the attendance report, etc.

3. Encourage children to help other children. Ask a child who already knows how to play a certain game, or use a specific material, to explain the game or the proper procedure of working with the material to another child.

4. Play "Telephone." The teacher whispers a direction to one child and has him repeat it to the child next to him who then performs the task. Examples: Jump over to the window, skip to the door, hop up and down. A variation is to pass the direction through 2 or more children before it is performed.

5. Instruct early arrivals how to play a new game or use a new piece of equipment. Encourage children to explain the game (puzzle, etc.) to other children.

6. Have one child listen to the adult's step-by-step direction for a cooking experience. Have the child repeat these steps to other children who perform the tasks. A picture recipe chart should be in view of those participating in this activity.

CRITERIA FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Level 3
When given directions for watering plants, "Water the plants," the child will repeat the direction to another child.

Level 4
When given directions for watering plants, "Fill the container with water; water the plant," the child will repeat the directions to another child.

Level 5
When given directions for watering plants, "Fill the container with water; water the plant; put the container away," the child will repeat the directions to another child.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.099

15. After hearing a simple story several times, the child will retell the story in his own words.

SUGGESTED ACTIVITIES AND MATERIALS

1. "What's Happening?" Show a filmstrip with the accompanying record. Show it again without the record, and encourage children to explain the frames in the story in complete sentences. Encourage children to describe action in a picture and interpret why and what's going to happen as a result. Check to see what does happen. Introduce cause and effect and prediction.

2. Show silent films to initiate oral discussion and stimulate original thinking. The "Let's Talk" series of Magic Moment Films, Encyclopedia Britannica, are especially designed for this purpose.

3. Encourage children to tell the ending to a favorite story and to create a new ending.

4. Play "Finish the Story." The teacher shows a picture and begins a story. "One day Jimmy took his wagon for a walk. He walked and walked. Under a tree beside the road, he saw a cardboard box. He put the box in his wagon. When he got home he opened the box and..." A child supplies an ending for the story.

5. After reading a story, the teacher asks questions requiring logical thinking, making judgments and predicting outcomes. Example: What do you think Goldilocks told her mother when she got home? What do you think she did the next day? Suppose Goldilocks had broken her leg when she jumped out the window?

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

After hearing the story Billy Goats Gruff at least three times, the child will retell the story in his own words.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.099

16. Given the opportunity for group participation, the child will take turns in speaking and listening to others.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play "Jack-in-the-Box." A large cardboard box provides the home for "Jack" (one of the children). Another child closes the lid, then recites or sings:
   "First, we push him out of sight,
   Then close down the cover tight.
   Let it go! Ho! Ho! Ho!
   Jack jumps up with all his might."
   "Jack" springs up on cue. Repeat with new volunteers.

2. Use play telephones or tele-trainer from local telephone company.

3. Take "listening walks." Upon returning, the children can tell about the things they have heard. Occasionally take along a cassette recorder to tape sounds while on the walk. Play back and discuss afterwards.

4. Use transition times for a TV or show time. Transition times are short periods that occur while waiting for lunch time, waiting for everyone to finish hand-washing, tooth-brushing or the arrival of the field trip bus. A child acts as master of ceremonies introducing volunteers: "Ladies and gentlemen, here is Flip, (or Luke), (or Reginald), (or Jane)." The volunteer then sings, recites, tells a joke, dances, etc. The group practices being a "good" audience, while the "actor" speaks clearly so everyone can hear.

5. Teach children to use tape recorder to record individual singing or speaking. Provide opportunities for these children to teach others.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

During circle time, the child will take turns in speaking and listening to others.

STATE KINDERGARTEN STANDARD

The child listens purposefully.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.100

17. Given a two-part direction, the child will follow the direction in the correct sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use the records of Hap Palmer and others which give directions for children to follow.

2. Play "Can You Do It?" game. During circle time have one child be the leader asking different children to:
   a. Open the door and switch off the lights.
   b. Give this book to _____ and then to _____.
   c. Touch the record player and give the ball to _____.

3. Play "Simon Says."

DESCRIPTION OF TEST ITEM:

Inform the child that you will tell him two things to do. Tell him you want him to do them just the way you tell him. If you tell him to pick up the book and then open it, he would first pick up the book and then open it.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.100

18. After listening to a story, the child will identify at least two items mentioned in the story.

SUGGESTED ACTIVITIES AND MATERIALS

1. Tell the story, "The Three Little Pigs," using the flannel board. Ask, "What did each of the three pigs build? Of what did they make their houses? What happened to two of the houses? How many animals did we hear about? Name them."

2. Place picture cards on the chalk rail. The child chooses two pictures that represent items mentioned in the story.

3. After telling a story using the flannel board, encourage children to choose those figures they would need to retell the story.

4. Collect cut-out figures which relate to stories. Teacher describes a character or object and encourages the children to find the correct figure.

5. Read Five Little Firemen, Golden Book. Place several items on table, some that are mentioned in the book, some that are not; the child chooses two items mentioned in the book.

6. After reading a story, ask children leading questions such as:
   a. What happened after.....?
   b. How do you suppose.....?

DESCRIPTION OF TEST ITEM:

Read the child a short story. Afterwards, show him some pictures and ask him to point to at least two of the things that were in the story.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.100

19. After listening to a story or paragraph, the child will answer correctly a question about a story or paragraph.

SUGGESTED ACTIVITIES AND MATERIALS

1. After the children are familiar with a story, ask what happened to a particular thing or person in the story.

2. Encourage discussion while a story is being read. Answer questions about the story that are asked by the children. As the story is read, questions can be asked of the children concerning incidents in the story, or questions predicting outcome. Ask the children to discuss what events are fantasy and what events could be true.

3. Before telling a story, encourage children to listen for the answers to specific questions; e.g., "Little Engine That Could." Listen for answers to questions such as "Where was the train going?" or "What was it carrying?"

DESCRIPTION OF TEST ITEM:

Read the child a short story. Afterwards, the child will answer your questions about the story.

STATE KINDERGARTEN STANDARD

The child identifies and describes likenesses and differences in sounds.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.101

20. Given common sounds, such as the sounds produced by moving a chair, closing a door, or dropping a book, the child will identify them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use commercial or teacher prepared recorded sounds: farm animals, house sounds, neighborhood, school sounds, etc. First, play sound and hold up identifying pictures. Later, play sound and have children select the corresponding picture.
   Example: Sounds Around Us (records)
   Peabody Language Development Kit
   American Guidance

   Sounds I Can Hear
   Scott, Foresman and Company

2. Follow directions as indicated on action recordings.
   Example: Creative Movement and Rhythmic Exploration
   Hap Palmer
   Activity Records, Inc.

3. Have children listen to and identify environmental sounds which were recorded during rest period.

4. Take a "sound" walk. Encourage children to identify the sounds heard.

5. Play a listening game. Blindfold a child. Children chant "Listen, listen. Use your ear. Can you tell us what you hear?" Make a noise for him to identify. Have another child make a noise for the blindfolded child to identify.

6. Give children the opportunity to listen to themselves. Using a tape recorder, the voice will be taped and played. Each child will be asked to identify his voice.

7. For alertness and discrimination (indoors and out), have children close their eyes and identify sounds they hear, such as:
   a. sounds made by people
   b. sounds of nature
   c. mechanical sounds
   d. sounds made by either an adult or a child
   e. voice of a classmate

8. Take the tape recorder on field trips and record sounds heard. After returning from the trip, play a listening game to identify the taped sounds.

   Take the tape recorder home to record sounds. Play a listening game with the recorded sounds.

9. Rhyme: "Little Tommy Tittlemouse,
   Lives in a little house.
   Someone's knocking.
   Me - oh - my,
   Someone's calling,
   It is I!"

   Blindfold child. Teacher and class repeat rhyme pausing to let one child say, "It is I." Blindfolded child tries to identify speaker.

DESCRIPTION OF TEST ITEM:

Play some sounds on a tape recorder. After playing each sound, stop the recorder and ask the child to tell you what made that sound.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER S3.101

21. Upon request, the child will name and imitate three animal sounds.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use commercial or teacher prepared recorded sounds: farm animals, house sounds, neighborhood, school sounds, etc. First, play sound and hold up identifying pictures. Later, play sound and have children select the corresponding picture.

   Sounds Around Us (records)
   Peabody Language Development Kit
   American Guidance

   Sounds I Can Hear
   Scott, Foresman and Company

2. Have children imitate the sound and movement of animals:

   Walk like elephants, buzz and fly like bees, walk quietly like mice, bend and sway like trees, etc.
   Example: "Folk Song Carnival," Hap Palmer

3. Child pretends to be an animal. Class will guess what animal he is.

   Example: Learning Basic Skills Through Music, Vol. I
   "Elephant Walk," Hap Palmer, Basic Activities Record

4. Take the tape recorder on field trips and record sounds heard. After returning from the trip, play a listening game to identify the taped sounds.

   Take the tape recorder home to record sounds. Play a listening game. With the recorded sounds.

5. Play a listening game. Blindfold a child. Children chant, "Listen, listen. Use your ear. Can you tell us what you hear?" Make a noise for him to identify. Have another child make a noise for the blindfolded child to identify.

6. After listening to Scott, Foresman records, "Sounds I Can Hear," have the children discriminate farm from zoo animals.

7. Read Blueberries for Sal. Robert McCloskey - Viking Press. Teacher asks, "Show us how you think the mother bear would sound when..." (Describe a situation.)

DESCRIPTION OF TEST ITEM:

Tell the child you are going to play some animal sounds. Tell him to make the same sound as the sound he hears and then name the animal that makes the sound. Tell him if he heard "baa" on the machine, then he would say, "Baa," and then say, "A lamb."

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.101

22. Given two sounds, the child will state if they are alike or different.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using recordings of sounds around home and school, ask children to listen for soft sounds and loud sounds.

2. Using rhythm sticks, direct the rhythm stick band to play softly, then loudly. Expand the "loud, soft band" to include cymbals, bells, triangles, and wood blocks.

3. Play a march and a lullaby and ask the children to decide if they are alike or different and how.

4. Tape environmental sounds, such as: water running, rain, clock ticking, timer, jumping on spring board, tearing paper, writing on the board, knock on the door.

   If sounds are different, have children crouch down low. If sounds are alike, have children stand. (Peabody Kit and/or other commercial materials may be used.)

5. After listening to Scott, Foresman records, Sounds I Can Hear, have the children discriminate farm from zoo animals.

6. Fill large bottles with water to varying levels. Children find the bottles which sound alike when tapped lightly with a stick or metal object.

7. Collect one dozen or more plastic eggs (the kind that can be opened). Fill pairs of them with two or three small items, such as: paper clips, marbles, pennies, crayon pieces, pebbles, etc. The child shakes the eggs and tries to determine the ones with matching sound. (Note: For the very young children, place matching objects in eggs of the same color.)

DESCRIPTION OF TEST ITEMS:

Tell the child you are going to play some sounds. Tell him that after you play two sounds, one following the other, you want him to tell you if the two sounds are alike or different.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.101, X3.119

23. Given common sounds, such as animal sounds, household sounds, country and city sounds, the child will classify them around a common theme.

SUGGESTED ACTIVITIES AND MATERIALS

1. Take a trip to a zoo, farm, or pet store to listen to animal sounds. Record animal sounds heard.

2. Take "listening walks" around school or neighborhood.

3. Tape the children mimicking various sounds. Discuss the sounds recorded.

4. Using a screen to block their view, ask the children to identify the sounds you make behind the screen (striking pieces of wood together, striking metal, clapping hands, striking glass, crunching paper, tapping with a pencil or fork, shuffling cards, tearing cloth, turning egg beater, etc.).

5. Discuss the sounds heard on records. Lead children to identify where sounds are being made.

   Sounds I Can Hear
   Scott, Foresman Company

   Peabody Language Development Kit
   Sounds Around Us (Records)
   American Guidance

6. Play the following game: Children form circle with one child in center. Sing the following to the tune of "Here We Go Round the Mulberry Bush," "Here We Go to the Farm Today (3 times). What will we hear at the farm?" The child in the center responds by singing:

   "Moo, goes the cow at the farm today (repeat 3 times)
   That's the sound it makes."

7. Play "Where Would You Hear This?" game. Have pictures of various animals, vehicles, instruments, children engaged in various activities, etc. The teacher displays four pictures at a time. As a sound is made by the teacher or as she plays pre-recorded sounds, the children are asked to classify the sounds.
   Examples: a. farm sounds
   b. circus sounds
   c. school sounds
   d. home sounds

8. Have children cut pictures from magazines or newspapers. Charts in the room may be set up for classification. Example: Chart showing instruments, farm animals, motor vehicles, etc.

9. Mount on cards pictures of objects which make a sound. Ask, "What says 'moo'?" or "What goes 'honk, honk'?" The child having a picture of a cow steps forward. "Is that a living or non-living thing?" The child then steps to the group holding pictures of living things.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When given sounds (for example, dog, pig, cow), the child will classify them by group (for example, animals).

STATE KINDERGARTEN STANDARD

The child demonstrates the ability to interpret sequences of events in his listening experiences.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.102

24. After hearing a short story, the child will place in order three pictures which relate to major events in the story.

SUGGESTED ACTIVITIES AND MATERIALS

1. Cooking activities: Put recipes on large experience charts with pictures added to help children follow the sequence in adding ingredients, mixing, and cooking or chilling.

2. Take snapshots of a cooking activity, class project or field trip as it progresses. Show and discuss pictures with the children. Have children choose which happened first, etc. Rearrange the pictures and have children arrange pictures in the correct order.

3. Give children many opportunities to use sequence puzzles.

4. Provide experiences which help children see a process from beginning to end; e.g., selection of color of paint, adding water, mixing, placing by easel, using the paint.

5. Use flannel board figures to retell stories or rhymes.

6. Obtain two identical inexpensive books. Cut pages out of one book. After reading the story, give children the opportunity to put pictures from the cut-up book in sequential order.

7. Mount pictures of the children participating in various activities during a typical day. Have children arrange them in the same order as they occur each day.

8. While planning and experiencing a field trip, take a series of snapshots: planning the trip, loading the bus, arriving at the destination, experiences at the destination, going home, follow-up activities. Mount the pictures for children to put in sequence.

9. Have children dramatize familiar stories and nursery rhymes keeping events in proper sequence.

10. Arrange pictures of a familiar story or event with one picture out of sequence. Have children find misplaced picture and put it in the correct order.

11. Use experience charts as follow-up to field trips, walks and picnics, placing emphasis on sequence of events.

12. Choose a familiar set of pictures. Working with a small group, talk about what happened first, second, third. Have children arrange pictures correctly. Some of the following materials may be used:

    Tell Again Story Cards
    Louise Bender Scott
    Webster Division - McGraw-Hill

    Early Childhood Discovery Materials
    Bank Street College of Education
    MacMillan Company

    Comic strips from newspaper

    See-Quees Board
    Judy Company

    DLM Sequence Cards
    Peabody Kit

13. Cut pictures from magazines and mount on tagboard. Use these to tell a short story. Have children arrange the pictures in the correct order. Ask one child to rearrange the pictures. Have another child close his eyes as this is done, and then place them in their original order.

14. Recall the day's activities with the group; e.g., "What did we do first today?"

15. Have children make a book of a familiar story by pasting or drawing pictures in the proper sequence.

16. Plan a Party for Parents with children. Make a picture chart which shows the steps to be taken by the children in preparing for the party:
    a. shopping for refreshments
    b. sending invitations
    c. baking cookies
    d. mixing punch
    e. decorating room
    f. parents arriving

DESCRIPTION OF TEST ITEM:

Tell the child a story. After reading the story, show the child three pictures relating to the story and have him put the pictures in order so that they tell the same story.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.102

25. Given three consecutive actions to perform, the child will perform the actions in the correct sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Set up an obstacle course in the room. Give specific three-part directions.

   Example: a. Crawl under the table.
   b. Jump over the block.
   c. Go through the box.

   Change the directions for each child.

2. During the day, give three-part directions as needed to individual children.

   Example: a. Put away the puzzles.
   b. Wipe off the table.
   c. Push in the chairs.

3. Place three geometric shapes on the floor. Instruct the children to listen very carefully. Ask a child to "Skip around the circle, jump inside the square, and run around the triangle, etc."

DESCRIPTION OF TEST ITEM:

Tell the child to do three things. Ask the child to do the three things in the order that you tell him to do them.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.102

26. Given three numbers, letters or short words, the child will repeat them in sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Verbalize sequence as often as possible. Follow directions as indicated on Hap Palmer's record, Teaching Basic Skills Through Music, Vol. I, "What is Your Name?"

2. Ask child to arrange rows of pegs in pegboard in certain sequence following a model.

3. Ask child to string beads in a sequence, increasing in difficulty as skill builds.

4. Ask child to arrange plastic cars or blocks in sequence: i.e., red, blue, red, blue; big, little, big, little.

5. Give each child a set of pre-cut numerals or letters. Arrange a sequence of three, and have children make a sequence identical to the model.

6. Using a number line, place a marker on each of three different numerals. Remove the markers and have a child repeat the action.

DESCRIPTION OF TEST ITEM:

State three numbers, letters or words. Have the child repeat them in the same order.

STATE KINDERGARTEN STANDARD

The child demonstrates ability to make choices in his listening experiences.

LEVELS 3, 4, 5
OBSERVABLE
ACCREDITATION NUMBER X3.103

27. Given the opportunity, the child will select stories and records to which he would like to listen.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have the listening center ready with a choice of three or four record books. Have library books attractively displayed and easily accessible to children. (Twenty books at a time is sufficient, but new ones should be added frequently with older books or records put aside to reappear later or when requested.) Allow ample time for children to choose and enjoy books during each day.

2. Encourage children to bring records and books from home to share.

3. Make arrangements for children to have access to the school library. Let each child choose his own books.

4. Make a sign labeled "DISC JOCKEY" which a child could wear. Allow the Disc Jockey for the day to choose the records he would like to play for the other children.

5. Use teacher-recorded tapes of books. One child can enjoy a book as he listens to the tape. (She can give a cue on the tape for turning the page.)

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

The child will select a story to which he would like to listen at the listening center.

STATE KINDERGARTEN STANDARD

The child develops observation skills ranging from concrete to symbolic and abstract levels.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBERS X3.104, X3.120

28. Given several different objects, the child is able to identify them correctly as the teacher points to them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Periodically give each child the opportunity to name objects in the classroom.

2. Have a "What Is This?" box filled with common items being studied in connection with special unit work. Have one child pick an item from the box asking the group, "What is this?"

3. Help children identify the items included in each interest center in the classroom.

4. Show pictures of a chair, book, child, clock, etc. Have child place that picture by the real person or thing in the classroom.

5. Display pictures of leaves, flowers, rocks, insects and other outdoor things. Go for a walk outdoors and try to find the actual items.

6. Follow directions for activities on Hap Palmer's record, Building Vocabulary, "Show Me." Use the pictures from Peabody Kit or pictures from other sources.

7. Help children learn the names of clothing, food and parts of the body by using pictures from Peabody Kit. Toys and objects around the room can be used to perform the same type exercise.

8. Use colored slides taken of classroom activities. As the slides are shown, have children identify familiar objects they see.

9. Play "I Spy." Leader describes an object in the room according to color, size, etc. Children try to identify the item.

DESCRIPTION OF TEST ITEM:

Display several objects in front of child. Name an object and ask the child to show you the object which you named.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.104, X3.121

29. Given four pictures, the child is able to classify them by content into two groups.

SUGGESTED ACTIVITIES AND MATERIALS

1. Clean up time provides excellent opportunities for sorting and classifying experiences. Give children responsibility for sorting unit blocks (storage shelves should be labeled with pictured unit shapes). Shapes drawn on storage shelves motivate young children to help clean up, and provide additional practice in visual discrimination.

2. Have children sort the nails, screws, etc., at the workbench, separating them into containers according to size.

3. Using assorted pictures, have children classify according to:

   a. children at home; children at school
   b. farm animals; circus animals
   c. vehicles with engines; vehicles without engines
   d. things that travel in air; things that travel on land
   e. people working; people resting
   f. fruits; vegetables
   g. things used by babies; things used by older children

   Peabody Language Development Kit
   American Guidance

   Adventures in Living
   Western Publishing Company

   Early Childhood Discovery Materials
   Bank Street College of Education
   MacMillan Company

   Giant Steps Perceptual Skills
   Reader's Digest

4. Have children find pictures in magazines to cut and paste on chart labeled, "Things that Fly."

   Variations:
   a. Things We Eat
   b. Things We Play With
   c. Things We Ride On

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When shown four pictures, an airplane, a helicopter, a small boat and a ship, and asked, "Put the pictures together that go together," the child will put the things that travel in the air together and the things that travel on the water together.

STATE KINDERGARTEN STANDARD

The child demonstrates ability to read pictures through enumeration, description and interpretation.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBERS X3.105, X3.099

30. Upon request, the child will name objects in pictures.

SUGGESTED ACTIVITIES AND MATERIALS

1. Look through picture books and magazines with individual children, asking them to name different objects.

2. Give many opportunities for children to play lotto games.

3. Play a game in which the children complete the teacher's sentence, such as, "The boy in the picture is riding on a _____."

4. Provide many opportunities for children to "read" a storybook to a classmate.

5. Play "What is Missing?" Arrange several items on a tray, flannel board or magnetic board. After identifying each item, have children hide their eyes while one item is removed. Have children identify the missing item.

6. Follow directions for activities on Hap Palmer's Building Vocabulary record, "Show Me." Use the pictures from Peabody Kit or pictures from other sources.

7. Place pictures of familiar objects from the child's environment on cards to be used with the Language Master.

8. Using assorted pictures, have children classify according to:

   a. children at home; children at school
   b. farm animals; circus animals
   c. vehicles with engines; vehicles without engines
   d. things that travel in air; things that travel on land
   e. people working; people resting
   f. fruits; vegetables
   g. things used by babies; things used by older children

Peabody Language Development Kit
American Guidance

Adventures in Living
Western Publishing Company

Early Childhood Discovery Materials
Bank Street College of Education
MacMillan Company

Giant Steps Perceptual Skills
Reader's Digest

DESCRIPTION OF TEST ITEM:

Show the child pictures of different things. As you point to each thing have him tell you what it is.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBERS X3.105, X3.099

31. Given a picture depicting an action or event, the child will describe the action or the event portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. Show films without sound. Let children tell their own story.
2. Display three pictures at the children's eye level. Read a poem or short story. Have the children choose the picture which corresponds with the selection read.
3. Mount and laminate pictures from magazines, old storybooks, readiness books, etc. Have children tell a story about what they see.
4. Take pictures or slides of children's activities. Tape narration made by children.
5. During unit studies, use related pictures which encourage children to describe the action in the pictures.

DESCRIPTION OF TEST ITEM:

Show the child some pictures. Have him tell what is happening in each picture.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBERS X3.105, X3.099

32. Given a picture depicting feelings, the child will correctly identify the emotional tone portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make a bulletin board of faces depicting all kinds of feelings.

2. Teach songs and fingerplays about feelings, such as, "If You're Happy and You Know It." Exaggerate facial expressions.

3. Teach the poem, "Do you know how to make a smile out of an ugly frown? You simply have to take that frown and turn it upside down!" Use chalk or flannel board to illustrate.

4. Use pictures depicting emotions. Have mirrors so children can see their reflections imitating the emotions portrayed in the picture.

5. Discuss emotional situations that develop in the classroom (a happy party, a funny trick, or angry argument).

6. Read stories to children which have to do with how someone feels. Encourage discussion after reading. Ask questions such as:

"Which picture shows that Frances is excited?"

a. David was Mad
Bill Martin, Jr.
Holt, Rinehart, and Winston, Inc.

b. Frances Face Maker (Book and Record)
W. Cole and T. Ungerer
Scott, Foresman and Company

c. Happy or Sad?
MacMillan Company

7. Show picture sets. Ask questions such as: "What is happening? Are the children angry, sad, having fun, etc.?"

   a. "Understanding Our Feelings"
      Instructo Flannel Board Kit
      1040 E. 85th Street
      Kansas City, Missouri

   b. "Moods and Emotions" - teaching pictures
      David C. Cook Publishing Company

   c. "Picture Story Sets"
      Bowmar Publishing Corporation

   d. Peabody Language Development Kit
      Picture Set of Facial Expressions

8. Play the game: "Let's Show How We Feel!" The adult whispers an emotion to one child. The child portrays the emotion while the others guess what it is. One child is chosen to find a picture that also shows that emotion.

9. Have discussions on how the children feel when certain things happen to them: "When you are sick; when your shoes hurt; when you get a new bike."

10. Tell open-ended stories using a picture which shows some emotion. Let the child finish the story.

11. Let children make booklets by drawing a picture of themselves when they are happy or sad. Teacher records children's remarks about what makes them happy or sad.

12. The teacher gives each child a picture of a pumpkin mounted on a stick. Eight different moods are depicted on the pumpkin faces. Each child will demonstrate his interpretation of the emotional tone portrayed by his pumpkin picture as the teacher reads "Pumpkin Faces" found in Louise Bender Scott's Learning Time with Language Experiences with Young Children.

13. Give the children opportunities to put on short plays or television programs using puppets.

    Give them a few ideas that will help them express feelings in their play-acting. "Marla and Sonny, let's have your puppets be happy. What would make your puppets happy? Show us what they would do and say if they were happy?" Ask for other plays about sad puppets, surprised puppets, angry puppets, tired puppets and excited puppets.

14. Play "Faces." Choose one child to tell the other children what kind of face to make. For example, "Make a happy face." He then chooses the face he likes best. That child now has a turn to ask for a different face; for example: sad, angry, frightened. Be sure that all the children have a turn.

After the game, encourage the children to talk about the times they had these feelings. What happened? What did they do? Help them to realize that everyone has these feelings at different times and that there are different ways to express these feelings. As you talk, keep in mind that helping children accept and talk about their feelings is an important part of the job of a parent or teacher.

DESCRIPTION OF TEST ITEM:

Show the child some pictures depicting children as happy or sad. Ask the child to identify the emotional tone (happy or sad) in picture.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.105

33. Given an appropriate picture, the child will demonstrate feelings of happiness and/or sadness as portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read The Brave Little Indian by Bill Martin, Holt Rinehart and Winston.

2. Read Caps for Sale by Esphry Slobodkinn, Scholastic Book Services. Discuss how the peddler felt when he sat down against the tree; when the monkeys took his caps; when he got his caps back. Let the children dramatize the story. The teacher reads the narrative; the children provide the dialogue as they dramatize. Caps may be provided for the children to wear.

3. Holidays are an excellent time for dramatization of feelings:

   a. a visit from Santa
   b. finding Easter eggs
   c. making a present for someone

4. Play records for children. Have children move as the music makes them feel.

   Getting to Know Myself by Hap Palmer
   Dance a Story, Bowmar Publishing Corporation
   Creative Movement and Rhythmic Expression by Hap Palmer

5. Make masks out of paper bags. "Our masks need faces. I feel happy so I'm going to color a happy face on one side, but just in case I feel sad later, I think I'll make a sad face on the other side." Talk about happy and sad faces as they work. "Here's a mask with a big happy smile," and "Here's a mask with a big tear dropping from a big brown eye." "Everybody feels happy sometimes and sad other times. What makes you happy? Sad?"

6. Play a game of modified charades. In a small group of three or four, a picture is given to each child. Taking turns, each child identifies the emotion and then gives his interpretation of that emotion. Children trade cards until every child has interpreted each emotion.

DESCRIPTION OF TEST ITEM:

Show the child some pictures. Ask him to act the same way as the person(s) he sees in the pictures.

NATIONAL MIGRANT GOAL

Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE

Provide a well planned program with varied opportunities for understanding the social environment, aesthetic world and physical environment.

STATE KINDERGARTEN STANDARD GOAL

Increase competency and skills in physical coordination and body movement.

STATE KINDERGARTEN STANDARD

Opportunities are provided for physical development and motor coordination.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBERS P3.046, X3.111, X3.106

34. Upon request, the child will demonstrate up or down.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play "Ring Around the Rosie."

2. Discuss up and down with the children. Do the actions that go with the Hap Palmer record, "Put Your Hands Up in the Air." Teaching Basic Skills Through Music, Vol. I.

3. Sing songs such as:

   "Up on the Housetop"
   "The People on the Bus Go Up and Down"

4. Use fingerplays which teach up and down such as:

   Way up high in an apple tree,
   Two little apples stared at me.
   I shook that tree,
   As hard as I could.
   Down they fell,
   Mmm, weren't they good!

5. Play the game: "Do What I Do."
   Stand up, sit down, jump up, squat down, point up, point down. Beat a drum as you give these directions.

6. Teach nursery rhymes such as "Hickory Dickory Dock," "Jack and Jill," and "The Noble Duke of York."

   The Noble Duke of York,
   He had 10,000 men.
   First he marched them up the hill,
   Then marched them down again.
   And when you're up, you're up,
   And when you're down, you're down,
   And when you're only half (1/2) way up,
   You're neither up nor down.

DESCRIPTION OF TEST ITEM:

Tell the child to look up and look down.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBERS P3.046, X3.111

35. Upon request the child will touch parts of the body: head, hands, foot, etc.

SUGGESTED ACTIVITIES AND MATERIALS

1. Allow children to use fingerpaints to paint different body parts (example: foot, elbow, arm, etc.).

2. Have children imitate a leader in the movement of a specific body part.

   Nod your head.
   Bend your elbow.
   Stamp your feet.

   Vary by having children touch any body part to an object in the room, or one body part to another body part.

3. Teach the following verse, saying a child's name in the blank spaces and touching the different parts of the body as you name them.

   "Head, head--here is the head, __(name)__ has a wonderful head.
   Eyes, eyes--here are the eyes, _____ has wonderful eyes.
   Nose, nose--here is the nose, _____ has a wonderful nose!"

   (Continue the chant with the mouth, ears, neck, shoulders, arms, elbows, hands, legs, knees and feet.)

4. Sing songs and play games in which parts of the body are mentioned.

   "Looby Loo"
   "Hokey Pokey"
   "Simon Says"
   "Put Your Finger in the Air"

5. Follow directions as indicated on Hap Palmer's record, Learning Basic Skills Through Music - Vocabulary, "Health and Safety."

6. Give each child a bean bag. Ask children to find their own space. Direct the children to place the bean bag on their head, elbows, back, shoulders, knees, or any other body part on which it is possible to place a bean bag.

7. Use the mannequin from Peabody Kit or flannel board cutouts. Correctly assemble mannequin. Later assemble incorrectly and ask the child to assemble it correctly.

8. Tape a large piece of butcher paper on the floor. Trace a student's body on the paper. Label parts of the body as the children identify each body part.

9. State the usage of the body parts; let children supply the name.

   I wave with my _____.
   I smell with my _____.
   I blink with my _____.

10. Read the following poem, "My Face," by Vivian Gouled. Have the children pantomime the actions and facial expressions mentioned in the poem.

    My face has eyes, a nose and mouth,
    And does so many things.
    It eats and drinks, and yawns and shouts
    And smells and smiles and sings.

    It laughs out loud. It whispers, too.
    It helps with all I say.
    I'm really glad I have a face.
    I use it every day!

11. Using cutout body parts from magazine pictures, have the children paste the parts together to make new "people."

DESCRIPTION TEST ITEM:

Ask the child to touch parts of his body as you name them.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

36. Given a piece of paper, the child will use scissors and make random cuts.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use some of the following exercises for developing coordination for cutting with scissors:

   a. Use a hole-puncher to punch holes in paper.
   b. Use tweezers to pick up different sized buttons from one cup and place them in another.
   c. Use tongs to pick up cotton balls from one box and place them in another. Also use tongs to pick up pegs out of slots and place them in other slots.
   d. Pick up objects with clothes pins and put in a designated place.
   e. Using fingers, make cutting motions.
   f. Let children tear paper.
   g. Use squeezing action with sponges and basters during water play.
   h. Knead play dough and clay.
   i. Fringe paper.

2. Have available a box which contains left-over paper, old magazines, catalogs and Sunday comic strips for cutting experiences. Paste, scissors, and large pieces of paper should be accessible for children to use to make a collage.

3. Have children cut small pieces of paper to be used to stuff homemade dolls.

4. Have children fold paper into fourths. (Keep corners together and crease.) Have the children cut out shapes around the edges, unfold, and behold - a surprise design! Design may be pasted on colored paper.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will use scissors to make random cuts on paper.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

37. Upon request, the child will swing each arm individually and both arms together in a circular motion.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using crepe paper streamers, have children respond to music with creative body movement.

2. Beginning with one arm, then the other, and then both, have children pretend their arms are swings while they chant, "To and fro, to and fro, to and fro, and over we go!" Gradually increase swinging until full circular motion is accomplished.

3. Show pictures of a windmill, helicopter, or airplane. Let children pretend that they are one of these. Use music with a slow tempo, gradually speed up the tempo while children are swinging arms in a circular motion.

Creative Movement and Rhythmic Exploration - Hap Palmer

Physical Fitness Activities - LeCrone Records

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will swing each arm individually and both arms together in a circular motion.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

38. Given the opportunity, the child will turn the pages of a book one at a time.

SUGGESTED ACTIVITIES AND MATERIALS

1. Paper all sides of several large cardboard cartons with book covers. Put a colorful and comfortable pillow in the bottom of each carton and place the cartons in different corners of the room. You'll be surprised at how greatly these reading boxes encourage children to browse through their favorite books.

2. Demonstrate the correct way to turn pages of a book. Make frequent comments such as, "I like the way you turn the pages, Jim."

3. Encourage children to use the library center freely. A list of rules for correct handling of books may be dictated by children and posted in library center.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

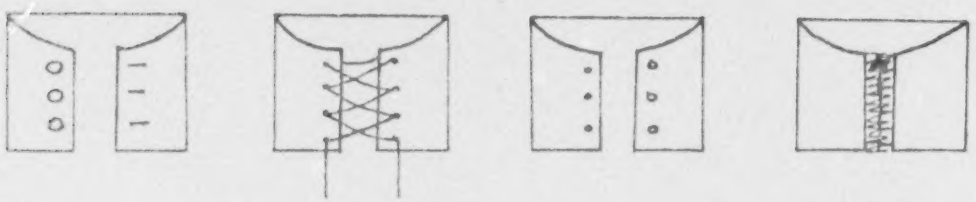
When observed, the child will turn the pages of a book one at a time so it is not torn or crumpled. Three year olds should be observed with a large book with thick pages.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

39. Upon request, the child will perform the following manipulative activities which demonstrate fine muscle coordination (buttoning, zipping, lacing, and snapping).

SUGGESTED ACTIVITIES AND MATERIALS

1. Prepare cloth jackets on cardboard rectangles which close in a variety of ways: button, lace, zip, and snap, etc.



2. Give children many opportunities to practice buttoning and unbuttoning with dress-up clothes, paint smocks, etc.

3. Encourage each child to button and unbutton his own clothing when needed. Practice buttoning and unbuttoning with each child individually, using dressing frames when necessary.

CRITERIA FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Level 3
When observed the child will button three large buttons and zip a closed-end zipper.

Level 4
When observed, the child will button three large buttons, zip a closed-end zipper, and snap three snaps.

Level 5
When observed, the child will button three large buttons, zip a closed-end zipper, snap three snaps and lace three pairs of eyelets.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

40. Upon request, the child will catch a beanbag from a distance of three to five feet.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have several children at a time throw beanbags. See how far each can throw his beanbag.

2. Have children take turns at catching and throwing balls. Start with a large ball and progress to catching and throwing a smaller ball.

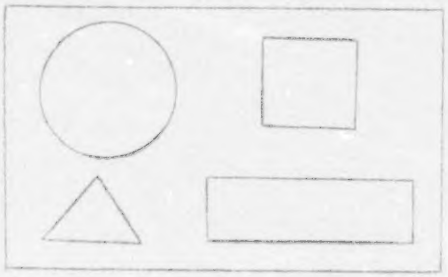
3. Have the children form a circle. Place a cardboard square in the middle of the circle. Have children throw beanbags on the square.

4. For variety provide practice in:

   a. tossing beanbag into a clown-faced mouth
   b. tossing at a moving target
   c. tossing ring toss circles onto a peg

5. Have a lumber company saw a 4' X 8' plywood board in half. Cut a square, circle, triangle and a rectangle shape out of the board. Use beanbags for this game.

   Example: Throw the triangle beanbag through the rectangle on the board. You could teach colors by using beanbags of different colors.



6. Play the game, "Catch the Bag." Have children form two lines facing each other. Provide one beanbag for every two children. Have children toss the beanbags back and forth. Start at a short distance and have children move farther apart as skill increases.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will catch a beanbag from a distance of three to five feet.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

41. Upon request, the child will throw a beanbag into a waste paper basket from a distance of three to five feet.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have several children at a time throw beanbags. See how far each can throw his beanbag.

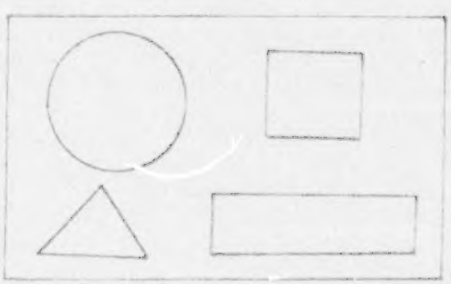
2. Have children take turns at catching and throwing balls. Start with a large ball and progress to catching and throwing a smaller ball.

3. Have the children form a circle. Place a cardboard square in the middle of the circle. Have children throw beanbags on the square.

4. For variety provide practice in:

   a. tossing beanbag into a clown-faced mouth
   b. tossing at a moving target
   c. tossing ring toss circles onto a peg

5. Have a lumber company saw a 4' X 8' plywood board in half. Cut a square, circle, triangle and a rectangle shape out of the board. Use beanbags for this game. Example: Throw the triangle beanbag through the rectangle on the board. You could teach colors by using beanbags of different colors.



CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will throw a beanbag into a standard waste paper basket from a distance of three to five feet.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

42. Upon request, the child will walk across the broad side of a balance beam.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children many opportunities to walk on a line made by placing a strip of wide masking tape on the floor.

2. When children are able to walk on the masking tape, have them walk on the flat side of a balance beam which has been placed directly on the floor.

3. Have children play "Follow the leader" on the playground including walking on cracks, on edge of sandbox and on a rope stretched on the ground.

4. Proceed to activities on a raised balance beam. Have children practice some of the activities as listed below:

   a. Walk forward on beam, arms held out to each side.
   b. Walk backward on beam, arms held out to each side.
   c. With arms held out to each side, walk to middle, turn around and walk backward.
   d. Walk forward with left foot always in front of right.
   e. Walk forward with right foot always in front of left.
   f. Walk forward and pick up a blackboard eraser from the middle of the beam.
   g. Walk forward with eraser balanced on top of the head.
   h. Walk backward with eraser balanced on top of the head.
   i. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
   j. Hold wand at height of 3 feet. Walk forward and pass under the wand.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will walk across the broad side of a balance beam for a distance of at least five feet.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

43. Upon request, the child will balance on one foot for five seconds.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using a small group of children, play the game, "The Man Who Lost His Foot." The teacher pretends she lost her foot and stands on one foot while counting to five. Have the children do the same thing.

2. Play the game, "Let's Pretend We're a _____." Have children pretend they are animals such as ostriches, seagulls or other animals that usually stand on one leg. See if they can do it to one drum beat, two beats, etc.

3. Sing children's song, "Clapping Land," changing it to "Balancing Land." Have children balance through entire second verse.

I traveled over land and sea,
I met a man and old was he,
"Old man," I said, "Where do you live?"
And this is what he told me.

"Follow me to Balancing Land, Balancing Land.
All who wish to live with me
Must follow me to Balancing Land."

4. Dramatize the poem, "Christopher Robin."

Christopher Robin goes hoppity, hoppity, hoppity,
hoppity, hop.
Whenever I ask him politely to stop it.
He says, "I can't possibly stop."
He goes hoppity, hoppity, hoppity, hoppity
Hoppity, hoppity, hop.
(Alternate left, right, then both feet.)

Oh, its hoppity hop to bed
I'd rather stay up instead
But when father says "Must,"
There's nothing but just
Go hoppity hop to bed.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will balance on one foot for five seconds.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

44. Upon request, the child will make a circle on the floor using his leg and foot.

SUGGESTED ACTIVITIES AND MATERIALS

1. Tape a circle to the floor and have children trace the circle with their feet.

2. Draw circles in sandbox using foot, hand, and finger.

3. Play the game, "Simon Says."

4. Follow directions as indicated on action recordings.

   Creative Movement and Rhythmic Exploration - Hap Palmer

   Gay Musicians - Multi Purpose Singing Games - Henry Glass

   Learning Basic Skills Through Music, Vol. I & II
   Educational Activities, Inc. - Hap Palmer

5. Use rhythm to act out "How many ways can you make a circle with your body?"

6. Allow children to paint with their feet on finger paint paper. Tell them they are helping the wizard stir his brew. Sing "Stirring and stirring and stirring his brew. Ooooh, Ooooh, Ooooh, Ooooh." Repeat above once more.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will make a circle on the floor using his leg and foot.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBERS P3.046, X3.111, X3.106

45. Upon request, the child will point to his front and back.

SUGGESTED ACTIVITIES AND MATERIALS

1. Discuss the front and back of the body. Ask children to name things we find in front of the body.

2. Play the game, "Simon Says."

3. Help children identify the front and back of dolls.

4. Follow directions as indicated on Hap Palmer's Learning Basic Skills Through Music.

5. Make colored cardboard circles hung on a piece of yarn. Have child put one on in front and one in back. Stand child in front of a mirror. Ask "What color is on your back?" Work in groups of two. "What color is on _____'s back?"

6. Play a game with a doll. "Johnny put the doll in front of Suzie, in back of John, in front of the door, in back of the record player." Vary using other objects found in the classroom.

DESCRIPTION OF TEST ITEM:

Tell the child to point to the front of his body and the back of his body.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

46. Given a line on a piece of paper, the child will hold the scissors correctly and cut the paper along a given line.

SUGGESTED ACTIVITIES AND MATERIALS

1. Practice free-cutting of paper of various types without lines. Be sure left-handed pupils have left-handed scissors.

2. Give children practice in cutting along lines in the want ad section of the newspaper.

3. Make a line on a piece of paper. Paste heavy tagboard on each side of the line. This serves as a cutting guide for the child who has not yet learned to cut. Later remove the heavy paper guides. Make the line 1/2 inch wide, gradually working the width of the line to normal pencil width.

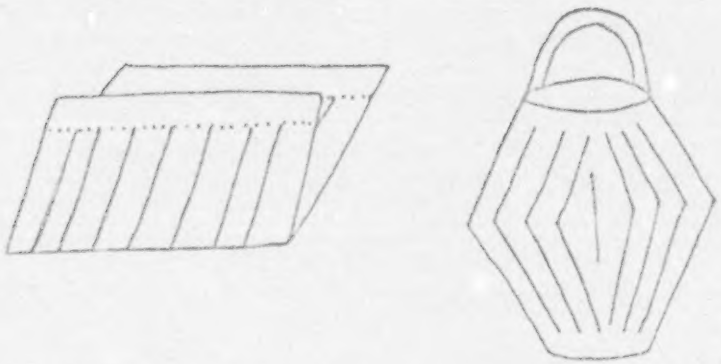
4. Have children cut along straight lines ruled onto construction paper. Make paper chains with the strips. The chains can be used for borders on bulletin board, necklaces to take home, creative window designs, etc.

5. Have children cut strips of paper to be used in a paper weaving activity.

6. Have children cut circles duplicated on colored construction paper. Use the circles on the bulletin board as balloons for the circus clown.

7. Have teacher draw outline of a kite on paper. Let child cut out kite.

8. Make paper lanterns. Have children cut along straight lines ruled onto construction paper which has been properly folded.



CRITERIA FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Level 4

When asked, the child will cut the paper on a straight line for at least six inches holding the scissors correctly.

Level 5

When given a pre-traced five inch circle, the child will cut on the line holding the scissors correctly.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

47. Upon request, the child will skip.

SUGGESTED ACTIVITIES AND MATERIALS

1. There should be many opportunities for hopping which precede skipping activities. When children are fairly skillful at hopping, have them step, hop, step, hop, on alternate feet to skipping music such as Hap Palmer's "Walk Around the Circle."

2. Using the Rainbow Rhythms record, "Cowboys" or the Ginn Music Series, "Galloping," have children pretend to be cowboys or galloping horses. First let right foot lead, then change to left.

3. Play the game: "Paw Paw Patch." Children are seated in a circle with opening left for a "gate." Suzy (or Mary, or John) is waiting in a corner of the room. Group sings:

"Where, oh where is dear little Suzy? (or Mary, or John)
Where, oh where is dear little Suzy?
Where, oh where is dear little Suzy?
Way down yonder in the Paw Paw Patch.

Come on, boys (or girls), let's go find her.
(Boys rise and skip in line toward Suzy or girls rise and skip in line toward John.)
Come on, boys, let's go find her.
Come on, boys, let's go find her.
Way down yonder in the Paw Paw Patch."

(As line approaches Suzy, she takes the front position and leads the line of skipping children back through the "gate" while class sings another verse of "Come on Boys.")

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will skip a distance of ten feet.

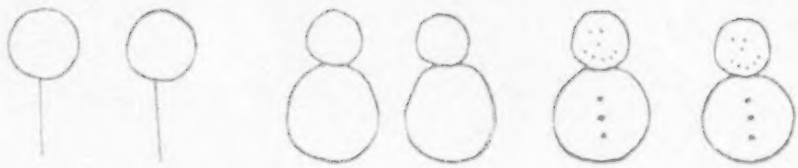
LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

48. Upon request, the child will hold a large primary pencil correctly between his thumb, index finger and middle finger.

SUGGESTED ACTIVITIES AND MATERIALS

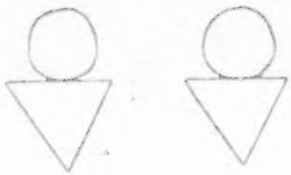
1. Give children many opportunities to paint with a large brush, showing them the proper way to hold the brush.
2. Give children many opportunities to use large pieces of chalk.
3. Provide opportunities for children to use large primary pencils.
4. Do simple writing readiness exercises on the chalkboard.

Straight lines and circles



Slants

Slants and circles

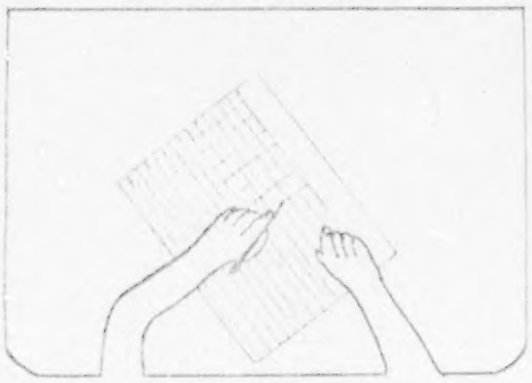


CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child will hold a large primary pencil correctly between his thumb, index finger and middle finger. (See illustration)

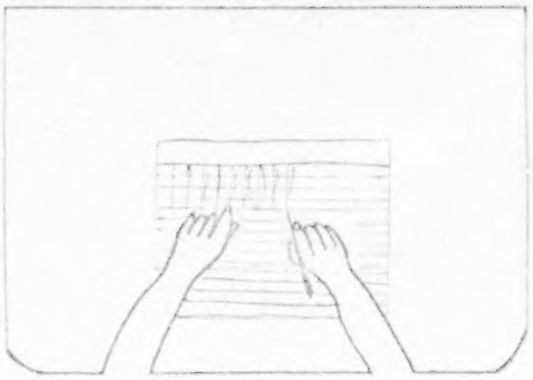
POSITION - The correct paper, arm and hand position.

LEFT HANDER



Pull writing instrument toward left elbow.

RIGHT HANDER



Pull writing instrument toward center of body.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

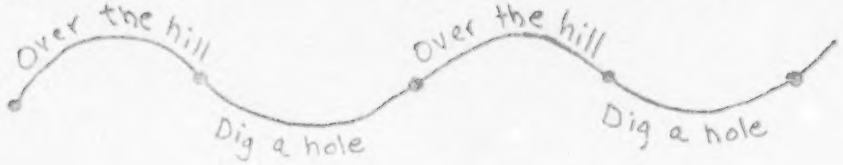
49. Given two-dimensional shapes, numerals and letters, the child will trace the outlines of the shapes, numerals and letters.

SUGGESTED ACTIVITIES AND MATERIALS

1. Ask the children to make a big circle by holding hands with each other to form a big ring. Play the game, "Ring Around the Rosie" changing the words to "Walk around the circle, walk around the circle, circle, circle, all fall down!"

2. Trace shapes in the air.

3. As child follows wavy line on chalkboard with his eyes, teacher chants:



4. Have children view the "Look At It Series" filmloops, "Dot on Path I and II" by McGraw-Hill. Have children follow the dot with one of their fingers as it moves across the screen.

5. Provide many opportunities for children to:

   a. make wavy lines in the air with fingers.
   b. use paint brushes to make wavy lines.
   c. use chalk to make wavy lines on board.
   d. use large crayon to make wavy lines on paper.
   e. use primary pencil to make wavy lines.

6. Provide many opportunities for children to trace using:

   a. wooden or rubber shapes
   b. cardboard, metal, or plastic templates

7. Have children trace around thick two-dimensional shapes using a large crayon on construction paper. Show children how to trace with one hand and hold the shape with the other. Have these shapes available for independent use by children. Vary activity by having children trace shapes on chalkboard or in a salt tray.

   Jumbo Parquetry & Patterns #6211
   Ideal Co.

   Attribute Blocks
   Selective Educational Equipment, Inc.
   3 Bridge Street
   Newton, Mass. 02195

8. Tape top and bottom edges of plastic screen (5 x 5) to oaktag the same size as screening. Draw numerals, letters or shapes on cards to slide between screen and backing. Have children trace numerals, letters or shapes with chalk or finger.

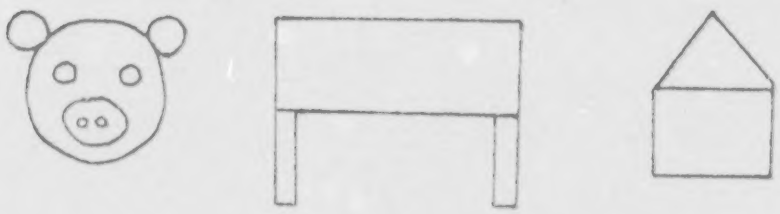
9. Sandpaper and cardboard letters and numerals can be made so that each child can have a set to trace with his finger.

10. Keep a box of stencils available for children to use independently.

11. Draw a variety of shapes on pieces of tagboard (oaktag) and cover with clean contact paper. Have children use crayons to trace over the shapes. Use paper towels to erase. This may also be used with numerals and letters.

12. Have children trace their own hands and the hands of others on paper. Make a "Hand Book." Vary by making a "Foot Book" and/or a "Shape Book" using assorted objects.

13. Give children shapes to trace and cut out. Use these to make a picture as illustrated below.



CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will use a primary pencil or crayon to trace the outline of a circle, square, the numeral seven, and the capital letter F. (Make these objects 1/4 inch thick and four inches high.)

LEVEL 5
TEST ITEM
ACCREDITATION NUMBERS P3.046, X3.111

50. Repeating after a model, the child will copy lines and shapes.

SUGGESTED ACTIVITIES AND MATERIALS

1. Provide beads for stringing in patterns.

2. Have children paste cutout shapes on pages upon which like shapes have been drawn.

3. Play the game: "Let's Get Out of the Desert." Show children a picture of a desert, emphasizing how sandy it is. Using two trays filled with table salt, tell the children in the small group if they do what the miner (teacher) does, they can get out. Teacher makes a line (circle, square) in the salt with her finger, always ending on an edge (being the way out). Child does the same with his tray of salt. If the child makes a mistake, shake the salt and start over. Later convert to crayons, pencil, or Magic Marker on paper.

4. Give children paper which has been marked with random dots. Have children connect dots with paint or crayons.

5. Play the game: "Do As I Do." Work with children at the chalkboard. Draw dots and ask children to connect them, trying not to lift the chalk until finished. Ask the children to connect the dots with a straight line. Have dots in a straight line first..., gradually change Vary by having the dots between two given lines , etc.

6. Draw dots on large pieces of paper. Have children connect dots with their fingers first, then have children use a large primary pencil.

7. View and discuss Indian pictures. Tell the children they are going to help make some tepees. Stress that if they take their crayon, chalk, or pencil up before they have finished, the tepee will leak when it rains. Start on chalkboard with dots far apart. Then go to paper, reducing size.

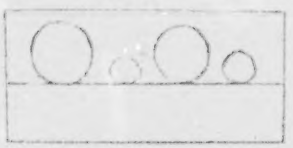
8. Play the game: "Finish the Shape." On the chalkboard, draw parts of various shapes with dots so the child can complete each shape.

9. Give children opportunities to complete simple dot-to-dot pictures.

10. Using two-dimensional shapes, give children many opportunities to copy patterns of shapes.

11. Show pictures of shapes. Have children reproduce them on large paper.

12. Give child a sheet of 9" x 12" paper. Have him fold it in half. Use crayon to mark the fold making two boxes. In top box make a family of red bubbles. In bottom box have the child paste pre-cut construction paper circles to make a like family. Vary by making families of other like shapes of different sizes.



13. Many chalkboard experiences (drawing a family of circles or squares: father circle, mother circle, baby circle, etc.) should precede paper and pencil exercises.

14. Using finger paint, an adult makes a series of shapes. Child is asked to copy the series.

DESCRIPTION OF TEST ITEM:

Tell the child to draw on his paper the lines and shapes he sees on the test paper.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.046, X3.111

51. Upon request, the child will tie shoelaces in a bow.

SUGGESTED ACTIVITIES AND MATERIALS

1. View appropriate filmloops such as:

   Loops to Learn
   McGraw-Hill
   National Film Board of Canada, 696512

2. Practice looping and unlooping with twine and jump ropes.

3. Use dolls such as Dapper Dan and Dressy Bessy by Milton Bradley Company. Place doll on child's lap. Show the child the steps necessary to tie Dapper Dan's shoes.

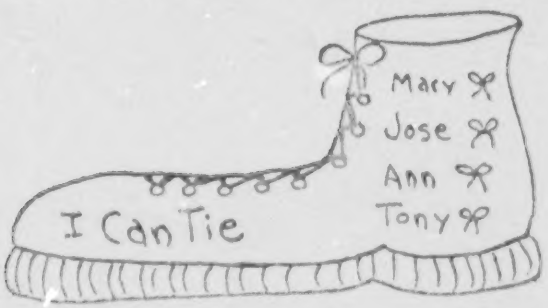
4. Place a dressing frame vertically with ties facing outward in the child's lap. Show steps necessary in tying a bow. (Make each half of the lace a different color.)

5. Have available in the housekeeping center shoes which require tying. (Make sure the lace is a different color from the shoe.)

6. Have available large pieces of ribbon which can be used to practice tying bows on dolls.

7. Ask child who can tie bows to help children whose shoes are untied.

8. Have an "I Can Tie" chart on display in the room. On it have each child's name with a set of shoe laces. If possible, have the child stand behind the chart. Teach the necessary steps.



CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will tie shoelaces in a bow.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBERS X3.106, X3.111

52. Upon request, the child will raise his right or left hand.

SUGGESTED ACTIVITIES AND MATERIALS

1. Talk about handedness. Some people use their right hand to eat, color, write, etc. while some use their left hand.

2. Using fingerpaint, make a right and left hand print for each child. Display on bulletin board.

3. Play the singing game: "Looby Loo." To add meaning to the game and to help children learn left and right:

   a. Tie a colorful ribbon on the right wrist.
   b. Tie a piece of yarn on the right ankle.
   c. Use decals, water-based colors, or stamps to mark the backs of hands.

4. Make a right hand and left hand book. Trace and cut hands out of wall paper or fingerpaintings.

5. Use this fingerplay and song:

   "This is my right hand, I'll raise it up high.
   This is my left hand, I'll touch the sky.
   Right hand, left hand, roll them around
   Left hand, right hand, pound, pound, pound."

6. Have children follow directions in songs, fingerplays, recordings, films such as:

   a. "Old Brass Wagon"
   b. "Hokey-Pokey"
   c. Learning Basic Skills Through Music, Hap Palmer
   d. "Which Hand Has the Ball?" from the "Look At It Series," McGraw-Hill

7. Play the "Touch Game," giving directions such as: "Jeannie, touch the aquarium with your right hand." "Greg, touch the record player with your left hand."

8. Use motor perception activities:

   a. Hop on your right foot, left foot.
   b. Place beanbag on your right shoulder, left shoulder.
   c. Carry the block in your right hand, left hand.

9. Read this poem: "I look to the left,
I look to the right,
I don't cross the street,
Till I see a green light."

DESCRIPTION OF TEST ITEM:

Tell the child to raise his right hand and his left hand.

STATE KINDERGARTEN GOAL

Develop sound health and safety habits and attitudes.

STATE KINDERGARTEN STANDARD

Students demonstrate good health habits.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.109

53. The child will exhibit proper health habits such as, washing hands before meals, after toileting and using tissues independently as needed.

SUGGESTED ACTIVITIES AND MATERIALS

1. Show appropriate films on cleanliness and good health habits.

2. Teach songs and poems such as:

   a. When I have to go "kerchoo,"
   Do you know what I always do?
   My hanky covers both mouth and nose,
   And into the hanky my "kerchoo" goes.

   b. This is the way we wash our hands.

   c. This is the way we clean our nose.

3. Play Hap Palmer's record, Health and Safety.

4. Have children make a health chart or booklet using handprints. Combine this with pictures of activities which require washing hands and using tissues.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child exhibits proper health habits such as, washing hands before meals, after toileting and using tissues independently as needed.

STATE KINDERGARTEN STANDARD

Students practice safety procedures in situations involving activities and use of tools.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.112

54. Given the available small hand tools, the child will demonstrate proper use of these tools.

SUGGESTED ACTIVITIES AND MATERIALS

1. Provide children with an old log or wooden cable spool. Allow them to hammer nails into it. Instruct children in the safe use of the hammer.

2. Provide a hand drill and materials in which to drill holes (a log, thick styrofoam, etc.). Instruct children in the safe use of the drill.

3. Provide a vise, saw, and supply of wood scraps. Show children the safe use of a saw.

4. Provide various scrap materials such as shavings, cork, soft wood, leather, fabric, carpet scraps, wires, and bottle caps for children to use in creative projects.

5. See Workjobs by Mary Baratta Lorton for additional ideas.

ATTENTION: Please note - Active adult supervision is recommended whenever the carpentry hand tools are being used by children.

CRITERIA FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Level 3
When asked, the child will hammer a large nail into a piece of styrofoam without endangering himself or others.

Level 4 and 5
When asked, the child will hammer a large nail into a piece of soft wood without endangering himself or others.

STATE KINDERGARTEN STANDARD

Students demonstrate ability to follow basic safety rules.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.113

55. The child will demonstrate established safety rules.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books:

   a. Safety Can Be Fun by Munro Leaf
   b. Tossed Bat by Leonard Kessler
      Lathrop, Lee, Shepard Co.
      105 Madison Avenue
      New York, New York

2. View appropriate filmstrips such as:

   a. "Sing a Song of Safety"
      Jam Handy
      Scott Education Division
      Holyoke, Mass. 01040
   b. "Safety at School"

3. Discuss safety rules followed at school.

4. Make a bulletin board showing children engaged in activities around school. Point out how safety rules are being followed in each picture.

5. Dramatize school life situations which aid in clarifying the need for safety rules and guidelines for classroom cooperation: a special trip to the playground to demonstrate how to roll to safety after falling and being dragged by the merry-go-round, an incident where a child's block tower is kicked down by an angry classmate.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child will demonstrate the safety rules which have been established in his classroom.

NATIONAL MIGRANT GOAL

Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE

Provide planned experiences and activities for the development of basic concepts, skills, and appreciations, and healthy attitudes toward people and things.

STATE KINDERGARTEN STANDARD GOAL

Develop beginning understanding of quantitative relationships.

STATE KINDERGARTEN STANDARD

Child develops a beginning understanding of space and quantity relationships.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBERS X3.106, X3.111

56. Upon request, the child will walk around an object.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give each child a yarn ball, beanbag, or classroom ball (use all of one kind, one for each child). Ask children to find their own space. Tell children they are in their own space if, without moving, they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball "in front of him." Use this activity to teach other concepts such as around, under, on, near, and beside.

2. Play games such as:

   a. Here We Go Around the Mulberry Bush
   b. Ring Around the Rosie
   c. Musical Chairs

3. Play an appropriate record such as Ella Jenkins' Rhythms Around the Chair, and Hap Palmer's Learning Basic Skills Through Movement, "March Around the Alphabet." Have children march around chairs and other classroom objects.

4. Have races around objects on the playground.

DESCRIPTION OF TEST ITEM:

Tell the child to walk around an object.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

57. Given several objects, the child will place the objects together.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give many opportunities for children to use manipulative toys where pieces are joined together.

   Tinker toys
   Lego Blocks
   Interlockers
   Snap blocks
   Puzzles

2. In the housekeeping area, provide dividers to hold knives, forks, and spoons. Ask those playing in the kitchen area to put all the forks together in one section of the divider, etc. Encourage storing other like items together.

3. Give each child several parquetry blocks or attribute blocks. Have children put blocks together according to size, color, shape, thickness. Encourage verbalization such as:

   "We put all the red shapes together."
   "We put all the red squares together in this group and all the blue squares together in that group."

4. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

DESCRIPTION OF TEST-ITEM:

Give the child two blocks approximately 18" apart and ask him to move them together.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

58. Given a series of objects, the child will identify the biggest and the smallest object in the series.

SUGGESTED ACTIVITIES AND MATERIALS

1. Implement these activities on a spontaneous basis: in the classroom, on the playground, in the lunchroom, on field trips, etc. Adults working with young children must be able to turn any situation into a "teachable moment."

2. Refer to Language Experiences in Early Childhood by Roach Van Allen and Claryce Allen for suggested activities.

3. Use books, flannelboard stories, story cards, films, filmstrips and records where size is an important idea. Have children dramatize stories using real objects when possible. Some examples are:

   "Three Billy Goats Gruff"
   "Thumbelina"
   "Little Toot"
   "Snow White and the Seven Dwarfs"
   "The Elves and the Shoemaker"
   "The Three Bears"
   Gulliver's Travels
   The Little Engine That Could by Watty Piper
   Little, Big, Biggest by Bowmar
   Just the Right Size by Jane R. Hengesbaugh
   How Big Is Big? by Herman and Nina Schneider
   A Little Dog Grows Bigger by Grace Skaar

4. While children are using puzzles, discuss which piece is the biggest or smallest.

5. Make available to children "Kitty in the Keg," a manipulative toy by Childcraft. As child removes each keg to find the kitty which is hidden in the last keg ask, "Which keg is the biggest?"

6. Provide many opportunities for children to sort objects by size.

7. As children collect rocks, shells, leaves, etc., lead children to decide which object is the smallest or the biggest.

8. Make pancakes of different sizes. Discuss size as they are made: "Which is the biggest or smallest?"

9. Have children use clay to make a series of objects of different sizes. Have children point out the biggest or smallest.

10. Place in the housekeeping area different sizes of plates, plastic glasses, measuring cups, etc., for children to use. Encourage conversation about the comparative size of these items.

11. Use blocks to build structures of different sizes. Lead children to decide which is the smallest or biggest.

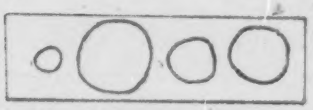
12. Cut out shapes of various sizes from construction paper. Give each child an assortment of these shapes to paste onto a large piece of paper. Ask the child to point to the biggest shape in his picture. Have child glue glitter onto this shape.

13. Make a snowman using circles cut from construction paper. First make a circle, then a bigger one, and then one that will be the biggest of all. Ask, "Which is the biggest circle?" Point to the smallest of the three and ask, "Who can show me a circle that's bigger than this one?" Make a big snowman by putting one circle above the other (the biggest on the bottom, the smallest on the top).

14. Relate size to everyday living. Choose an object and select a child to find something smaller than the object. Select another child to find something bigger than the object. Repeat this activity with many objects in the classroom.

15. Make a ring toss game using three snowmen. As children ring a snowman, help them to verbalize, "I tossed the ring onto the smallest snowman," etc.

16. Use Language Master and cards. Prepare cards with shapes of various sizes. Have children choose the smallest and/or biggest shape.



DESCRIPTION OF TEST ITEM:

Place three different sized objects on the table. Tell the child to show you the biggest object and the smallest object.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

59. Given an object, the child will place the object on the table.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give each child a yarn ball, beanbag, or classroom ball. Use all of one kind, one for each child. Ask children to find their own space. Tell children they are in their own space if, without moving, they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball on his knee. Use this activity to teach other concepts such as around, under, near, beside and in front of.

2. Place many large cutout shapes on the floor. Play a favorite record. When the music stops, have the children sit on one of the shapes. Call on several children to tell the group statements such as "I am sitting on the red triangle."

3. Using several geometric shapes and a small toy, have children place the toy on certain shapes. Alternate by having the child tell the adult where to place the toy.

DESCRIPTION OF TEST ITEM:

Tell the child to place an object on the table.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

60. Given an object, the child will place the object over and under the table.

SUGGESTED ACTIVITIES AND MATERIALS

1. During cleanup time, remind children to look under their tables and chairs for scraps, etc.

2. Play singing games which stress the concept under, such as "London Bridge,"

3. Give each child a yarn ball, beanbag or classroom ball. Use all of one kind, one for every child. Ask children to find their own space. Tell children they are in their own space if, without moving, they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball under or over his arm. Use this activity to teach other concepts such as around, on, near, beside and in front of.

4. Hide a small toy under one of several colorful margarine cups. Have children guess which cup the toy is hiding under.

5. When using name charts, color charts and flannel board activities, ask, "Whose name is under Ramon's name?" "Whose name is over Ramon's name?"

DESCRIPTION OF TEST ITEM:

Tell the child to place an object over the table and then under the table.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

61. Given an object, the child will place it either in front of or behind himself as directed.

SUGGESTED ACTIVITIES AND MATERIALS

1. Occasionally, have children form a line. Form the line by saying, "Joey, you may stand in front of (or behind) Sylvia," etc.

2. Using objects in the room, make up games such as: "Can you stand in front of the wagon?" or "Can you jump behind the chair?"

3. Have children form a line. Have each child tell which child is in front of him.

4. Give each child a yarn ball, beanbag or classroom ball. Use all of one kind, one for every child. Ask children to find their own space. Tell children they are in their own space if, without moving, they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball in front of or behind him. Use this activity to teach other concepts such as around, under, on, near and beside.

5. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

6. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Movement
   Hap Palmer
   Educational Activities, Inc.

DESCRIPTION OF TEST ITEM:

Tell the child to place an object in front of him and place it behind him.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

62. Given a group of circles, triangles, squares and rectangles, the child will locate each upon request.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have available some of the following materials for children to use:

   a. geometric inserts
   b. sorting boards
   c. shape puzzles
   d. templates

2. Give children geometric shapes made of construction paper in several sizes and colors. Encourage children to create original designs.

3. Make a shape mobile.

4. Make shape books.

5. Look for shapes in the environment. A window may be a rectangle, tiles on the floor may be squares, a clock may be a circle.

6. Play the game: "I See Something in the Room Shaped Like..."

7. Provide each child with a set of shape cards. Make a spinner card as shown.

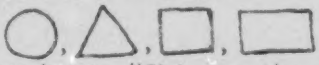
   Have children show the shape as indicated by the spinner.

8. Place shapes made of construction paper on the opaque or overhead projector. Have children point out a specific shape upon request.

9. Prepare small paper shapes in different colors. Tape or pin a shape on the shirt or dress of each child. Use the shapes as a way to take turns. "If you are wearing a triangle, you may come and choose a rhythm band instrument." "If you are wearing a circle, you may go to the tables for juice time." "If you are wearing a rectangle, please stand."

10. Follow directions as indicated on action recordings such as:

    Teaching Basic Skills Through Music
    Hap Palmer Record, Vol. 2
    "Triangle, Circle, or Square"

11. Make large  . Laminate, if possible. Give directions such as, "Skip to the circle," "Hop to the square," "Run to the triangle."

12. Place shapes in children's hands while their eyes are closed. Give them the opportunity to feel and name the shapes. Vary by using a "Feely Bag."

13. Have children cut out different shapes found in magazines. Paste them on paper to make a poster.

DESCRIPTION OF TEST ITEM:

Place the triangle, rectangle, circle and square on a table in front of the child. Ask the child to locate each.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

63. Given various shapes, the child will identify each.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective #62.

2. Read appropriate books to children such as Shapes by Miriam Schlein.

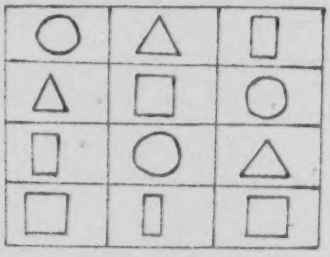
3. Display various shapes in the classroom. To the tune of "Did You Ever See a Lassie?" sing "Did You Ever See a Circle, a Circle, a Circle? Did You Ever See a Circle? Please Show Us One Now."

4. Play the game: "Simon Says." Put various shapes on the table or floor. "Simon says pick up a square" or "Simon says put the circle on the floor," etc.

5. Give each child . To the tune of "Hokey Pokey," sing, "You Put Your Circle In, You Take Your Circle Out," etc.

6. Play the game: "Let's Go Fishing." Draw shapes on fish cut from construction paper. Put paper clip on each fish. Make a fishing pole from stick, string, and magnet. Have children name the shape which is on the fish they have caught.

7. Using a large sheet of tagboard, make a playing card as illustrated.



Play a game using attribute blocks or cardboard shapes. Using these, have each child name the shape he has chosen and place it over a corresponding shape on the playing card.

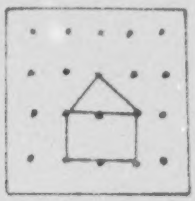
8. Play games as directed in commercially prepared kits such as the Giant Steps Perceptual Skill Kit, Reader's Digest Company.

9. Make a large animal of plywood with an opening at the mouth large enough for attribute blocks to go through. As children "feed" the animal various shapes, have them identify each shape.

10. Pass out plastic leis to each child. Have available attribute blocks by Selective Educational Equipment, Inc.
3 Bridge Street
Newton, Mass. 02195
Have children shape their leis like various blocks. Teacher and children identify shapes as they work together.

11. With yarn or jump ropes, make outlines of shapes on the floor. As children stand inside shapes, have them name the shapes.

12. Make shapes with pegs on a pegboard and put a rubber band around them. Have children identify the shapes.



13. Have a triangle and square party! Have the children help prepare the decorations and the refreshments.

Decorations: Cut out large triangles and squares from colorful magazine picture pages and tape them to the walls. Ask, "Is that a triangle or a square?"

Name Tags: Write half of the children's names on cutout triangles and the rest of the names on squares. Ask, "Who's a square? Who's a triangle?"

Refreshments: Serve triangle and square shaped crackers. Trim the crusts off of bread and make squares and triangles to be "frosted" with jelly.

Art Activities: Have the triangle team make triangle faces and the square team make square faces to take home.

DESCRIPTION OF TEST ITEM:

Place the triangle, rectangle, circle and square on a table in front of the child. Ask the child to name each shape.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

64. Given four objects or pictures of objects, two of which are the same size, the child will point to the two objects which are the same size.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective #58 which are appropriate for this objective. Adapt where necessary.

2. Cut out several sizes of shapes. Let children put all shapes that are the same size in sets.

3. Play the game: "Let's Feed the Puppy." Use the flannel board with cutouts of a puppy and different size shapes. Teacher feeds the puppy a shape. The child is asked to feed the puppy the same thing.

4. In small groups, use clay to make series of circles and squares that are the same size. Use clay flat or coiled.

5. Provide children with matching pairs of corks, buttons, sticks, leaves, socks, geometric shapes, containers, etc. Ask them to sort according to size.

DESCRIPTION OF TEST ITEM:

Tell the child to find an object that is the same size as the one he is shown.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

65. Given a box, the child will identify the inside and outside.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use the terminology inside and outside whenever applicable throughout the day.

2. Have children play the Hap Palmer circle game from "Getting to Know Myself," Learning Basic Skills Through Movement.

3. Have children use a play tunnel to experience inside or outside.

4. Play singing game: "In and Out the Window."

   Go in and out the window.
   Go in and out the window.
   Go in and out the window.
   As we have done before.

   Now stand and face your partner.
   Now stand and face your partner.
   Now stand and face your partner.
   As we have done before.

   Now bow before you leave him.
   Now bow before you leave him.
   Now bow before you leave him.
   As we have done before.

5. Draw several large circles on the floor of the classroom or on a concrete surface outdoors. Ask children to volunteer to get in a circle. On a signal from a leader, have each child run and get inside a different circle.

6. Using hula hoops, or rope, have children walk around the outside of the circle as music is played. As soon as the music stops, have children jump inside the circle. Each time the music stops, have one child verbalize where he is.

   Example: "I am inside the circle."

   Vary by having children place objects inside the circle as directed by the leader.

7. When children have finished using their favorite puppets, say, "It's time for Jimmy and Suzie to rest. Mary, will you put them inside the treasure chest?"

8. Make a doll house out of a cardboard box or building blocks. Discuss what can be found inside the house and outside the house. Have some objects available for children to place inside and outside the house.

9. Play the game: "Squirrels in Trees." Two children join hands to form a tree. Each tree must have one child inside to be the squirrel. There should be one child without a tree. When a signal is given, the "squirrels" in the trees must find a new tree. The extra child tries to get inside a tree as the others are changing.

10. Play a game of marbles. Discuss shooting the marbles from the inside of the ring to the outside of the ring. A small ball may be substituted.

11. Follow directions as indicated in commercially prepared kits such as:

    Peabody Language Development Kit
    American Guidance

    Readiness in Language Arts
    Behavioral Research Laboratories

DESCRIPTION OF TEST ITEM:

Tell the child to point to the inside and outside of a box.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

66. Given two objects, arranged one above the other, the child will point to the object which is above and the one which is below.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as:

   Up Above and Down Below
   Irma E. Webber
   Scott, Foresman and Company

2. Have children make mobiles to hang in the classroom above their heads.

3. Take pupils out of doors for observation of things that are above them: the sky, the trees, the roofs of houses, the clouds, etc.

4. Give each child a beanbag. Have child follow directions by putting his beanbag above his head, above this foot, above his hand, above objects in the room, etc.

5. Observe growing plants to perceive the parts which grow above and below the surface of the soil.

6. Have large shapes taped to the wall at the child's eye level. Using yarn balls have the child throw the yarn ball above the circle, below the square, above the triangle, etc. Also, let children decide where to throw and let them tell you, "It hit above the rectangle." etc.

7. Using flannelboard cutouts, have children say verses such as:

   "The mouse is below the stool,
   The cat is on the stool.
   The canary is over the cat,
   The moon is above them all."

8. Follow directions as indicated on commercially prepared kits.

   Giant Steps Perceptual Skills
   Reader's Digest

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

"Positions in Space" Posters
F. A. Owen, Co.

DESCRIPTION OF TEST ITEM:

Show the child two objects, holding them so that one object is directly above the other. Ask the child to point to the object that is above and to the object that is below.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

67. Given an object such as a drinking glass, the child will point to the top and bottom of the object as directed.

SUGGESTED ACTIVITIES AND MATERIALS

1. When children climb the ladder on a slide, help them verbalize that they are at the top of the ladder.

2. While preparing aquarium, discuss what will be on the bottom of the aquarium (gravel, shells, etc.).

3. Read appropriate books to children such as: Jack and the Beanstalk.

4. When using the flannel board, ask children to name the figures which are at the top of the flannel board. Use the flannel board to tell the rhyme, "Jack and Jill." Have children put the well at the top of the hill.

5. Stack three blocks. Ask the child to show the block at the top of the stack, then show the block at the bottom of the stack.

6. Whenever possible, ask children such questions as: "What do you see at the top of this page, picture, poster?"

7. Have each child do various activities as walking, hopping, jumping, etc., while balancing a beanbag on top of his head.

DESCRIPTION OF TEST ITEM:

Tell the child to show you the top of an object and the bottom of an object.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

.68. Given three objects or pictures of objects of different heights, the child will tell which is tallest and which is the shortest.

SUGGESTED ACTIVITIES AND MATERIALS

1. Activities for this objective can be implemented on a spontaneous basis: in the classroom, on the playground, in the lunchroom, on field trips, etc. Adults working with young children must be able to turn any situation into a "teachable moment."

2. Refer to Language Experiences in Early Childhood by Roach Van Allen and Claryce Allen for suggested activities.

3. Make available to children stories via books, flannel board, story cards, films, filmstrips and records where size is an important idea. Have children dramatize stories using real objects when possible. Some examples are:

   "Three Billy Goats Gruff"
   "Thumbelina"
   "Little Toot"
   "Snow White and the Seven Dwarfs"
   "The Elves and the Shoemaker"
   "The Three Bears"
   Gulliver's Travels
   The Little Engine That Could by Watty Piper
   Little, Big, Biggest by Bowmar
   Just the Right Size by Jane R. Hengesbaugh
   How Big Is Big? by Herman and Nina Schneider
   A Little Dog Grows Bigger by Grace Skaar

4. Make available to children "Kitty in the Keg," a manipulative toy by Childcraft. As child removes each keg to find the kitty which is hidden in the last keg ask, "Which keg is the tallest?"

5. Provide children many opportunities to sort objects by size.

6. Have children use clay to make a series of objects of different sizes. Have children point out the tallest and/or shortest.

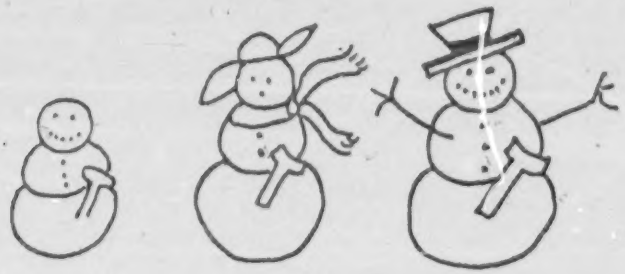
7. Place in the housekeeping area different sizes of plastic glasses, measuring cups and pitchers for children to use. Encourage conversation about the comparative size of these items.

8. Use blocks to build structures. Lead children to decide which is the tallest and/or shortest.

9. Making a snowman is another way to help preschoolers learn the words tallest and shortest. Make snowmen using circles cut from construction paper. Ask, "Which is the tallest snowman?" "Which is the shortest snowman?"

10. Relate size to everyday living. Choose an object and select a child to find something shorter than the object. Select another child to find something taller than the object. Repeat this activity with many objects in the classroom.

11. Make a ring toss game. As children ring a snowman, help them verbalize, "I tossed the ring onto the shortest snowman," etc.



DESCRIPTION OF TEST ITEM:

Tell the child to stand next to you. Then ask: "Who is taller and who is shorter?"

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

69. Given two objects of different lengths, the student will tell which is longer and which is shorter.

SUGGESTED ACTIVITIES AND MATERIALS

Adapt appropriate activities from objective #68.

DESCRIPTION OF TEST ITEM:

Show the child two objects of different length and ask which of the objects is longer.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

70. Given an object, the child will place the object beside him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give each child a yarn ball, beanbag or classroom ball. Use all of one kind, one for every child. Ask children to find their own space. Tell children they are in their own space if, without moving, they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball beside him. Use this activity to teach other concepts such as around, under, on, near, in front of.

2. Using flannel cutouts, allow children to place one item beside another.

   Examples: the dog beside the cat
   the duck beside the rabbit
   the sun beside the cloud, etc.

3. "Getting to Know Myself," Hap Palmer, The Circle Game

DESCRIPTION OF TEST ITEM:

Give the child an object and tell him to put it beside him.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.106

71. Given two sets of objects of different quantity, the child will indicate which set has more and less members.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give child two boxes each containing like items (cars in one box, beads in the other) with one box containing more. Ask the child to match one-to-one by putting one car and one bead in each of the cups in an egg carton. Make such comments as, "Since we have used up all the cars, there must be more beads than there are cars," etc.

2. Use one-to-one matching to discover if the class has more boys than girls. Count girls and make a mark for each girl on the chalkboard. Count boys and make a mark for each boy on the chalkboard. Have each boy stand by a girl. If there are any boys left, make such comments as, "There are 12 boys and 8 girls. There are more boys than there are girls. There are less girls than there are boys."

3. Count children to see how many milk cartons will be needed. Deliberately place less cartons on the table. Do a one-to-one matching to see if there are enough milk cartons. Make such comments as, "We have more children than milk cartons;" or "We have fewer milk cartons than children."

4. Give the child a set of red pegs and a set of blue pegs. Ask the child to place the red pegs on one pegboard and the blue pegs on the other pegboard. Have the child decide whether he has more blue or red pegs. If he has more blue pegs than red pegs, help him see that he has less red pegs than blue pegs.

DESCRIPTION OF TEST ITEM:

Show the child two sets of objects with two in one set and six in the other. Then ask which set has less objects and which set has more.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.106

72. Given two blocks, the child will point to the block which is <u>across</u> the table from him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as: <u>The Three Billy Goats Gruff</u>.
2. During meal time, have children tell who is <u>across</u> the table from them.
3. Play games which involve skipping, hopping, jumping, and running <u>across</u> from one side to the other.
4. Give children opportunities to walk <u>across</u> a balance beam.

SAMPLE TEST ITEM:

Place one block on both sides of the child and one directly across from him. Ask the child to point to the block across from him.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.106

73. Given three objects, the child will place one object between the remaining two.

SUGGESTED ACTIVITIES AND MATERIALS

1. Place two chairs two feet apart. Have children walk between them without touching the chairs.

2. Put two blocks on the floor one foot apart. Have children push a toy truck between them without touching the block.

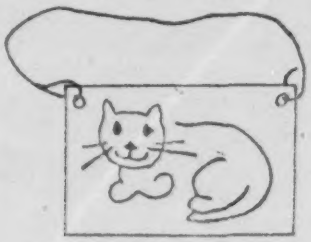
3. At various times during the day, emphasize between by asking Mary to sit between Carol and Sue.

4. Using the child's own face, have him point first to his eyes, then to his mouth. Ask him, "What is between your eyes and your mouth?"

5. Provide many opportunities for children to make sandwiches using varying ingredients. Ask questions such as, "What did we put between the two slices of bread?" etc.

6. Working in small groups, have children place geometric shapes or other classroom objects so that certain shapes are between other shapes. Help children verbalize what is going on. "I put the rectangle between the square and the triangle."

7. Make tagboard squares with pictures of animals mounted on them. Hang one around each child's neck with a piece of yarn. Have three children stand facing the group. Ask different children to arrange and rearrange the three children so that the puppy is between the cat and the mouse. Continue until each animal has been placed in the between position. Alternate children and pictures, and begin again.



8. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

DESCRIPTION OF TEST ITEM:

Take out two triangles and one circle. Place the two triangles on the table. Give the child the circle. Then tell the child to place the circle between the two triangles.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.106, X3.111

74. Given the opportunity, the child will clap faster and slower than the model.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as:

   The Brave Little Indian
   Bill Martin
   Holt, Rinehart and Winston

2. Read Jack and the Beanstalk to the children. Explain to the children that they can walk only as fast as they can clap their hands. Pretend to climb Jack's beanstalk. The teacher's clapping will represent the giant's footsteps. To get away they must go faster than the giant (the teacher's clapping). To go slower, tell them that they are following the giant, and they must not go as fast as he is or he'll hear them and turn around and catch them.

3. Dramatize slow, heavy giant steps compared to light, airy fairy steps.

4. Dramatize "The Bear Hunt." (All statements and actions listed below are first stated by the leader and repeated by the group.)

"I'm going on a bear hunt, but I'm not afraid. I've got my gun and bullets at my side. Do you want to come along?"

"Sure. I'm not afraid."

"Then, let's go." (Slap hands on thighs to make sounds of walking; keep this up for a few seconds.)

"There's a river up ahead."

"There's a bridge across it."

"Well, let's cross the bridge." (Slap hands on floor; resume hands on thighs.)

"I don't see any bears, but there are some woods up ahead." (Put hands to eyes, squint, look around.)

"Might as well go through them. Whew! I am glad we are through the woods." (Hold arms in front of you and rub hands together to make a swishing noise.)

"Here's another river."

"But no bridge. How do we get across?"

"Guess we will have to swim. I'm all wet. Oh, well! But still I don't see any bears." (Make a diving and swimming motion.)

"Maybe if we climb that tree and look around. Here we are at the top of the tree." (Make climbing motion.) (Look slowly all around.)

"Still no bears. But there's a hill. Maybe the bears are on the other side." (Climb down tree.)

"Up the hill. Whew! What a big hill. Here's the top. Let's run down." (Slap hands faster and faster.)

"Here we are at the bottom. There is a cave up ahead." (Whisper.)

"It's dark in there. Should we go in?"

"Sure."

"Are you afraid?"

"No-oo-oo."

"Okay, let's go."

"Shhhh! It sure is dark."

"Say, what is this big furry thing? It's a--A BEAR! Run!" (Run hand down imaginary figure.) (Repeat all motions in reverse until we get back home.)

"Wow! Here we are back home."

"Take off the gun. Take off the bullets. Jump into bed. Pull covers up over my head!" (Peak out from covers.)

"I'm glad we didn't kill him. He was such a cute bear."

5. Clap out the rhythm of two songs which represent decidedly different beats. Discuss which song has the slower or the faster beat.

6. Have children tap rhythm sticks with a steady 1, 2, 3, 4 beat. Have one child beat a drum on every fourth beat. Discuss which rhythm is faster and which is slower.

7. Divide the class into four groups. Ask one group to repeat a slow clapping pattern, one to repeat a faster pattern and the third group to repeat the fastest pattern. Have the fourth group be observers. Rotate the groups so that every group has an opportunity to observe the others.

DESCRIPTION OF TEST ITEM:

Teacher claps hands very slowly, stops, and then asks the child to clap his hands faster than the teacher did. Then the teacher claps her hands very quickly, stops, and then asks the child to clap his hands slower than the teacher did.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.106

75. Given two objects of different weights, the child will indicate the heavier and lighter of the two objects.

SUGGESTED ACTIVITIES AND MATERIALS

1. During sand and water play, guide discussion by asking children such questions as: "When you fill these two containers, which is heavier? Lighter?" Have available containers of different sizes and shapes.

2. Use a rocking boat to demonstrate that two children of the same weight can balance the boat, but two children of different weights cannot.

3. Help children discover the importance of weight in the use of the see-saw. Show how a heavier child will cause his end of the see-saw to go down, while the lighter child's end will go up.

4. Follow directions as indicated on commercially prepared materials such as:

   Sense and Tell
   Preprimary Science Systems
   Scott, Foresman and Company

   AAA Science Materials
   Xerox

5. Play the game, "Let's Go on a Treasure Hunt." Take the class outside and divide the class into three small groups led by one adult for each group. "We want to find things that are hard to pick up because they are heavy. Let's see what is heavy." Give children an opportunity to lift each item. Encourage verbalization.

6. Have children find something in the room that is lighter or heavier than a particular item.

7. Have children use simple scales to determine weight of various objects in the classroom.

8. Give children many opportunities to observe and guess the weights of different items available in the classroom.

SAMPLE TEST ITEM:

Give the child two items and ask him to identify the item which is heavier. Then give the child two other items and ask him to identify the item which is lighter.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.106

76. Given a set of three objects in a row, the child will identify the first, middle and last object.

SUGGESTED ACTIVITIES AND MATERIALS

1. When baking a cake, point out the two layers and the frosting which is in the middle.

2. Line up three children in front of the group. Say, "Laura is first in line. She may choose a fingerplay for us to say together. Jill is in the middle. She may choose a song for us to sing together. George is last. He may choose a book for storytime."

3. Have children arrange chairs to play train. Ask, "Who is in the first (middle or last) seat?"

4. Use songs such as "Three Blue Pigeons." Each "pigeon" is given a position: first, middle, last. Pupils "fly" when their position is called. Many variations of this game and song can be used.

   "Three blue pigeons sitting on a wall,
   Three blue pigeons sitting on a wall,

   One flew away and then there were .....

   Two blue pigeons," etc.

5. Arrange three objects on the flannel board. Using the left side as a starting point, ask one child to point to the first object, the middle object, and the last object.

DESCRIPTION OF TEST ITEM:

Tell the child to show you the first, middle and last of three objects.

STATE KINDERGARTEN STANDARD

The child develops initial mathematical concepts.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.107

77. Upon request, the child will count to ten in order.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make rote counting a part of every day experiences. Count while children swing, jump, skip, etc. Count sheets of paper needed for drawing; straws, napkins, etc., needed for snacks.

2. Sing songs which require rote counting such as: "Ten Little Indians."

3. Give children many opportunities to count objects by the use of many kinds of manipulative teaching aides.

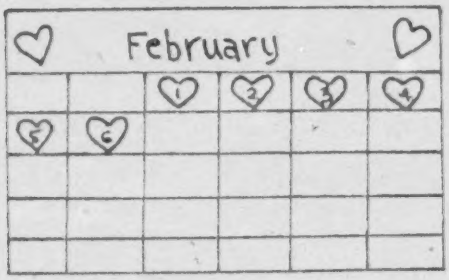
   a. counting bars or frames
   b. number sorter boards
   c. beads for stringing
   d. pegs for pegboards
   e. number dominoes
   f. cubicle counting blocks
   g. Numberite

4. After singing "Happy Birthday" to a classmate, have children clap as many times as the new age of the child. Have children count while they clap.

5. Teach children many counting fingerplays such as: "Count to Ten."

   "Let's all hop 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all clap 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all wink 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all touch our toes 10 times.
   1-2-3-4-5-6-7-8-9-10!"

6. Make a large calendar for each month. As each day comes, place the numeral for that day on the calendar, giving the children the opportunity to rote count from the first day of the month to the present day.



DESCRIPTION OF TEST ITEM:

Tell the child to count to ten.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.107

78. Upon request, the child will select from a set of objects, the number specified orally.

SUGGESTED ACTIVITIES AND MATERIALS

1. During the course of a typical day, give many opportunities for children to select a given number of objects.

   a. smocks needed for painting at the easel
   b. snacks needed for children present
   c. straws, napkins, forks, spoons, etc., as needed
   d. children to help carry the rocking boat from one spot to another
   e. puzzles for a group to put together
   f. books you would like to look at with your friend

2. When assigning tasks for the day, have child select who will help him with his job.

   Example: "Mary, you may choose two of your friends to bring in the balls today."

3. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Music, Vol. II
   Hap Palmer
   Activity Records, Inc.

4. Have a large assortment of hand-size items on the floor. Play a favorite record for the children. Direct the children to pick up a specified number of items when they hear the music stop. Have each child count his items to the group.

5. During cooking experiences, have children "read" the picture recipe. Provide more ingredients than the recipe calls for. Have children select the amount needed.

6. Use decorated shoe boxes which contain many objects for counting (bottle caps, stones, buttons, tooth picks, straws, macaroni). Have each child select a specific number of objects. Have the children tell the class how many items they have selected. Hold up a number card which corresponds to the number of items selected by the child.

7. Use an empty egg carton. Cut 2 compartments off so that only 10 are left. Number each section of the carton. Put 55 dried beans (or macaroni shells, paper clips, etc.) in a pile. Ask a child to put one bean in the "one" hole. Ask another child to put two beans in the "two" hole, etc.

8. Play the game, "Guess What I Said." Whisper a direction to one child such as, "Jump three times;" "Hop five times on the same foot;" "Touch the floor four times;" etc. The child does what is whispered to him while the others try to guess what it was by watching and counting.

DESCRIPTION OF TEST ITEM:

Tell the child to take one object from a set of objects on the table.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.107

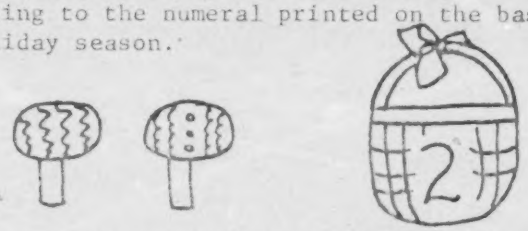
79. Upon request, the child will select from a set of objects the number specified by the numerical symbol.

SUGGESTED ACTIVITIES AND MATERIALS

1. During cooking experiences, give children opportunities to "read" sequential cooking charts.

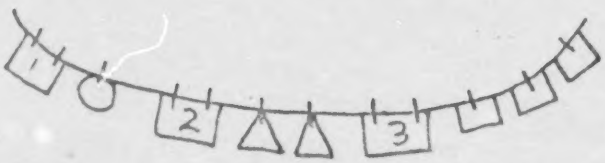
   Example: Cooking Charts

2. Have children place the correct number of eggs in the basket according to the numeral printed on the basket. Vary according to holiday season.



3. Use several counting clowns. Have children place the hat on the clown which has the same number of buttons as the numeral on each clown's suit.

4. Make a number line by attaching numeral cards to a clothesline. Have children attach the correct number of objects beside each numeral.



5. Follow directions as indicated on action recordings such as:

   Math Readiness
   Learning Basic Skills Through Music, Vol. II
   Hap Palmer
   Activity Records, Inc.

6. Encourage each child to choose a card on which a numeral is written. He then bounces a ball, claps his hands, hops, etc., the number of times indicated by the numeral.

DESCRIPTION OF TEST ITEM:

Show the child a numeral and have him select that many objects.

STATE KINDERGARTEN STANDARD

Child demonstrates skills in dealing with mathematical processes and seeing relationships and patterns in daily activities.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.108

80. Given pairs of objects of basic colors, the child is able to match the objects by color.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play color games with children as a group activity. Say, "I see someone who has on green today. It is Toby. Can you find someone else who has on green today?" Have all children wearing the same color sit together.

2. Relate colors to everyday living. Have children find things in the classroom which are the same color.

3. During circle time, hold up a piece of colored construction paper. "Who is wearing something which is the same color?"

4. Give children many opportunities to match objects by color. Use manipulative items in the classroom such as:

   a. stacking disks
   b. color cubes
   c. attribute blocks
   d. pegs and pegboards
   e. beads
   f. dominoes
   g. lotto games

5. Give children many opportunities to say fingerplays which have color words in them.

6. Have a red bag, a yellow box, and a blue can available in the classroom. Have a group of objects on a tray. Ask the children to choose an object and put it in the proper container matching the color of the object to the color of the container. Continue the activity using green, purple, orange; then black, white, pink, brown.

7. Have children use egg cartons to sort pegs of different colors.

8. Have a special week for each color. Collect and point out items of that color all week long. Make a "Color Book" each week. During each week go on "Color Walks" encouraging children to find things which are the color being emphasized for that week. Make a table collection or bulletin board display of these items. Change weekly until all of the basic colors have been used.

DESCRIPTION OF TEST ITEM:

Tell the child to find the object that is the same color as the object shown.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.108

81. Given several shapes, the child will match the ones which are the same shape.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as Shapes by Mariam Schlein.

2. Sing songs from Sesame Street such as:

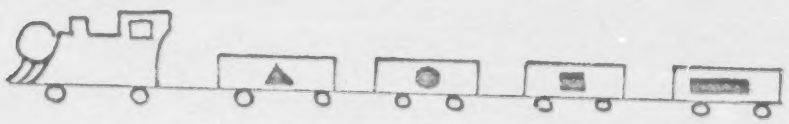
"One of these shapes is not like the others,
One of these shapes doesn't belong.
One of these shapes is not like the others,
See if you can tell before we finish this song."

3. Give many opportunities for matching, using:

a. building blocks
b. cutout cardboard shapes
c. shapes drawn on different kinds of paper
d. shape dominoes
e. shape lotto games
f. form boards

4. Teacher-made puzzles:

5. Make a large train for the bulletin board. Put a shape on each car. Have children fill each car with the same shape depicted on that car.

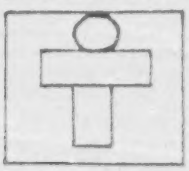
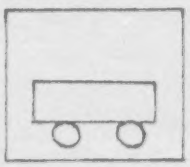
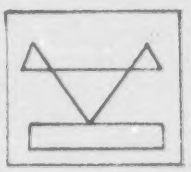


Use the same idea with containers.

6. Play the game: "Let's Feed the Puppies." Have available pictures of two puppies and two colorful dishes. Say, "These puppies are funny. One won't eat unless the other has exactly the same thing to eat. This puppy wants a ◿. Who can feed the other puppy exactly the same thing?" Use different shapes.

7. Put colored tape on the floor in the shape of circles, squares, rectangles and triangles. Give each child an assortment of shapes. Have children place their shapes inside like shapes on the floor.

8. Prepare cardboard cards covered with flannel with outline of shapes drawn on them with Magic Markers. Examples:

Have children match felt shapes to outlines on flannel boards.

9. Using parquetry blocks, have children match blocks to pattern sheets.

10. Follow directions as indicated on action recordings such as Hap Palmer's Learning Basic Skills Through Music, Vol. II, Activity Records, Inc.

11. Using a small quantity, the leader stacks a few like shapes. Have children make a matching stack.

12. Have special "Shape Weeks." Collect and point out items of that shape all week long. Make a "Shape Book." Go on a "Shape Walk," encouraging children to find things which are that shape. Make a table collection and bulletin display of items which are the same shape as the shape being studied. Change weekly until all four basic shapes have been used.

13. Play the game: "Let's Feed the Lions." Say, "The lions are hungry today. But all they'll eat are _____ (squares, triangles, rectangles or circles). "Who can help me feed the lions?"

DESCRIPTION OF TEST ITEM:

Tell the child to find the shape on the table that is like the shape shown.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.108

82. Given a set of objects to distribute, the child will demonstrate one-to-one correspondence by giving each member of the group one object.

SUGGESTED ACTIVITIES AND MATERIALS

1. During the course of a typical day, give many opportunities for children to select a given number of objects.

   a. smocks needed for painting at the easel
   b. snacks needed for children present
   c. straws, napkins, forks, spoons, etc., as needed
   d. children to help carry the rocking boat from one spot to another
   e. puzzles for a group to put together
   f. books you would like to look at with your friend

2. Provide many opportunities for children to distribute books, papers, scissors, crayons, paint brushes, etc.

3. Provide opportunities for children to use flannel board cutouts for one-to-one matching.

   Examples: a. one bone for each dog
   b. one bowl for each kitten
   c. one apple for each tree

DESCRIPTION OF TEST ITEM:

Tell the child to put one object to go with each corresponding object.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.108

83. Given three objects in a specific order, the child is able to remember the order, and put them back in order after the teacher has rearranged them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have three children stand in a row in front of the group. Ask the children to look at the three carefully, then close their eyes. Rearrange the three children so that they are in a different order. Ask the children if anything is different. "Who can put the three the way they were in the beginning?" Continue giving many children the opportunity.

2. Put two, three or four animals, toys and/or other appropriate objects in parade order. Ask children to close their eyes as the animals are rearranged in a different order. When children open their eyes the teacher asks, "Who can put them back the way they were?"

3. Give a small group of children four pictures which are unrelated. Arrange them in a certain order. Ask children to close their eyes. Rearrange the pictures. Ask, "Who can put the pictures back the way they were at first?" Use pictures from Peabody Kit.

DESCRIPTION OF TEST ITEM:

Tell the child to look at the way objects have been arranged on a table and then close his eyes. After the objects have been rearranged, ask the child to put them in the original order.

STATE KINDERGARTEN STANDARD GOAL

Grow in understanding and competency in dealing with the social world.

STATE KINDERGARTEN STANDARD

The child grows in his understanding of how people live and work together.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.122

84. Given the opportunity, the child will name the members of his family and tell one thing which each family member does.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books such as:

   Mommies are for Loving
   Ruth Bonn Penn
   G.P. Putman and Sons

   Papa Small
   Lois Lenski

2. Show films and filmstrips about families such as:

   Five Families
   Five Children
   by Scholastic

3. Teach fingerplays which mention family members such as:

   "This is my father.
   This is my mother.
   This is my brother tall.
   This is my sister.
   This is the baby.
   Oh! How I love them all."

4. Make separate charts or collages of what mothers, fathers and children do to help the home.

5. Use hand puppet family by Childcraft. Working with a small group of children, have children be the mother, father, uncle, aunt, grandparents, etc. Ask many questions that will help each child express worthwhile contributions of family members.

6. Place figures of adults, children and babies by the flannel board. Ask individual children to choose the figures which represent his family members, and encourage children to name and tell something about each member.

7. Make a "Family Book." Cut and paste pictures from magazines to represent the members of a child's family. As the child tells about his family, write the name of each family member on the page.

8. During meal time, discuss food on the menu. "Where do oranges come from? How do they get to the store? Who picks them? Do you know someone who picks oranges?" Sing "Thank You Song."

   "Thank you, Mr. _____
   Thank you now we say
   For picking oranges for us
   Every, every day."

9. Visit a supermarket. Give the children the opportunity to tell what fruits or vegetables they see that their parents pick in the fields. Relate this to the contribution their life work makes to the rest of society.

10. Talk to children about what they want to do when they grow up. Let them tell about their parents' work. Emphasize the positive aspect of each occupation.

11. Discuss responsibilities of family members. Emphasize the fact that we need everyone, and that each family member's job is important.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will name the members of his family and tell one thing which each family member does.

LEVELS 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.122

85. Given an identified picture of school or community helpers, the child will state one task performed by each helper.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as:

My Friend the Fireman	Fireman Small
My Friend the Doctor	Policeman Small
My Friend the Policeman	Farmer Small
David C. Cook Publishing Co.	by Lois Lenski

2. Arrange for field trips to fire station, post office, etc. If possible, have different community helpers visit the school. (Remember to write "thank you" notes following these activities.)

3. Place special articles of clothing and equipment used by community helpers in special "prop" boxes. Have a separate "prop" box for each helper. Have these available for children to wear and use during interest center time.

4. Arrange Peabody cards with pictures of different helpers on the floor. Discuss the name of each helper, and what he does for us.

5. Use hand puppets of Community Helpers by Childcraft to dramatize roles.

6. Using the toy telephone, have children pretend they are calling each of the following for help:

   a. a friend
   b. the doctor
   c. the policeman
   d. the fire department
   e. a repairman

7. Secure pictures of various school and community workers. Ask the children what they want to be when they grow up. Encourage the child to tell why he wants to be a particular kind of worker. Write on a strip of paper the child's name, followed by the words "wants to be a(an) _____." Place the strip beside the picture of the appropriate worker.

   a. Workers in our Neighborhood
      Louise Bender Scott
      Webster-Div. McGraw-Hill Book Co.

   b. A Health and Safety Program
      Scott, Foresman and Co.

   c. Pict-o-graph Community Helpers
      The Standard Publishing Co.

   d. Awareness of the World Around You
      Educational Progress Corp.

8. Place pictures of community helpers on chalk rail. Describe an incident. "One day John saw smoke coming from a house window as he passed. A bright flame showed at another window. He ran to a telephone, called the _____, and said '_____.'" Child chooses the appropriate pictures to complete the story.

9. Display community worker picture cards. Show tools and objects that are associated with these workers. Tell, "What is this? Tell the name of the helper who uses this or brings this to us."

DESCRIPTION OF TEST ITEM:

Show the child pictures of community helpers. Ask him to identify them and tell what each one does.

STATE KINDERGARTEN STANDARD GOAL

Develop techniques in getting along with others.

STATE KINDERGARTEN STANDARD

Child demonstrates evidence of growth in understanding his social surroundings.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.124

86. Given a set of pictures of articles of clothing to which the child has been exposed, the child will name the articles of clothing.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have articles of clothing available for dress-up in the housekeeping area. When the opportunity arises, an adult will mention the name of the article of clothing the child is wearing.

2. Discuss the clothing worn by the children as to color, when to wear them and why.

3. Play the game: "Let's Get Ready for a Trip." Have a play suitcase. Tell the children they are going on a trip and are packing their suitcase. As they put pictures of clothing or real articles of clothing in the suitcase, have them name each article of clothing.

4. Construct a clothing store in the room. Allow the children to try on and pretend to purchase different articles of clothing.

5. Follow directions as indicated on action recordings by Hap Palmer's Learning Basic Skills Through Music, Vol. I, Educational Activities, Inc.

6. Follow directions as indicated on commercially prepared materials such as:

   Peabody Language Development Kit
   American Guidance

7. Prepare cards depicting a variety of types of clothing. Display several cards on chalk rail or pocket chart. Describe an event or activity and ask child to choose an appropriate outfit.

   Example: "Susan is getting ready for bed. What would she wear?"
   "John is going to play in his wading pool. What will he wear?"

8. Using felt clothes and doll on the flannelboard, dress a little boy and/or girl for a:

   a. rainy day
   b. sunshiny day
   c. cold day
   d. play day

DESCRIPTION OF TEST ITEM:

Tell the child to name articles of clothing shown in pictures.

LEVELS 3, 4, 5
TEST ITEM
ACCREDITATION NUMBER X3.124

87. Given a set of animal pictures to which the child has been exposed, the child will name the animals.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as:

   Brown Bear - Bill Martin
   Holt, Rinehart and Winston

2. View appropriate filmstrips such as:

   "Just Animals" and "A Visit To A Pet Store"
   Eye Gate House

3. If possible, plan a field trip to a farm, county fair, or a petting zoo where children can see, touch, hear, and smell animals. List animals which will be seen. Have pictures of these animals available, if possible. In evaluating the trip, discuss which animals were actually seen.

4. Place animal picture cards on the floor. Have children follow the leader's directions: "Greg, touch the bear."

5. Follow directions as indicated on commercially prepared materials such as:

   Early Childhood Discovery Materials
   Bank Street College of Education
   The MacMillan Company

   Peabody Language Development Kit
   American Guidance

   Adventures in Living
   Western Publishing Company

   Tell Again Story Cards
   Louise Bender Scott
   Webster Division, McGraw-Hill Book Co.

   Farm Songs for the Flannelboard
   David C. Cook Publishing Company

6. Show pictures of animals and have children imitate their walk. Some examples are:

   a. Kangaroo: Squat down on heels. Now spring up, jumping forward with both feet at once. Sink back to squatting position.

   b. Crab: Sit on floor. Bend knees, put feet flat on floor. Place hands, palms down, on floor behind you. Raise self so only hand and feet are touching floor. Walk forward, backward, sideways. Demonstrate.

   c. Dog: Bend from waist until hands touch floor. Keeping knees stiff, run forward on all fours.

   d. Seal: Lie face down on floor. Raise self up on hand and pull body forward with your hands as seal does with flippers. Legs and feet will drag like the seal's tail.

   e. Elephant: Clasp hands in front of body to make trunk. Bend forward from waist. Walk forward taking heavy steps like elephants.

7. Follow directions as indicated on action recording by Hap Palmer such as:

   Learning Basic Skills Through Music, Vol. I
   Educational Activities, Inc.

DESCRIPTION OF TEST ITEM:

Tell the child to say the name of the animal shown in the picture.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.124, X3.123

88. After adequate instruction, the child will demonstrate the proper use, care and storage of materials and equipment.

SUGGESTED ACTIVITIES AND MATERIALS

1. View appropriate films such as: "Courtesy for Beginners" Coronet Films

2. During the course of a typical day, many opportunities arise to return materials to their proper places after use. Set up the ground rules at the beginning of the year. Materials should consistently be returned to the same location each time. With proper leadership, children learn quickly what is expected of them. This is best accomplished by establishing a good daily routine, by setting a good example, and by having reasonable limits and standards.

3. Help each child learn how to use the materials in the classroom. Praise him when he handles the materials properly. The child should be encouraged to help with cleaning up the classroom each day.

4. Color code or tape small pictures of items on the shelves where items are to be stored.

5. When an activity, instructional aid, or piece of equipment is introduced, the child is shown the place to which the item is to be returned when the task is completed. A signal should be given near the end of the activity period so child will have sufficient time to replace items in shelves or cabinets.

6. On occasion, play a pretend game with children, "If I were a puzzle, where would I live?"

7. Develop simple experience charts of rules for use and care of materials with help from the children. These charts are posted in relevant areas in the classroom and can be reviewed with children if a reminder should be necessary.

8. Play the game: "Simon Says." "Put away the peg boards by hopping, skipping, etc."

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

After receiving simple instructions, the child will use and put away a toy or game.

LEVELS 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.124, X3.123

89. In the majority of situations, the child will perform harmoniously as a member of a small group.

SUGGESTED ACTIVITIES AND MATERIALS

1. Whenever a small group of children are working together, during interest center time, art projects, structured learning situations, etc., it is important to make each child feel that his ideas and contributions are worthwhile. Once the child feels important, he will want to take part.

2. Work with a committee of children in planning a project or mural. When the children get underway, leave them to complete the project, solving problems as they arise. The teacher acts as consultant if needed. Be alert for child initiated projects that are of common interest.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed, the child will work cooperatively with a small group in an interest center.

LEVEL 5
TEST ITEM
ACCREDITATION NUMBER X3.124

90. Upon request, the child will name at least three means of transportation.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books to children such as:

   The Giant Nursery Book of Things that Go
   George J. Zaffo Company

   Working Wheels
   Holt, Rinehart & Winston

   Me and My Tricycle
   Bowmar

   The Little Engine That Could

   Let's Take An Airplane Trip

2. Show appropriate films.

3. If possible, take field trips to places nearby where children can see and possibly ride in planes, trains, buses, fire engines, ambulances, etc.

4. Follow directions as indicated on commerically prepared kits such as:

   Early Childhood Discovery Materials
   Bank Street College of Education
   The MacMillan Company

   Peabody Language Development Kit
   American Guidance

   Transportation Teaching Pictures
   David C. Cook Publishing Company

5. Follow directions as indicated on action recordings by Hap Palmer.

   Learning Basic Skills Through Music - Vocabulary
   Educational Activities

6. Make up transportation riddles such as, "I carry people on tracks. What am I?"

7. Ask the children, "How many ways can you think of to get to the store? Can we walk? Go by boat? Plane? Bus? Car?" Young children have wonderful imaginations. Help them use their imaginations to solve real problems. Reason together and decide the best way to go somewhere. "What if you had to take a heavy package there? What if it were raining?"

8. Make a "Getting There" poster. Look through old magazines for pictures of cars, boats, etc. Have children cut them out and paste them on a large piece of paper. Print the name of each object next to the picture. The children can color in water for the boats, tracks for the trains, roads for the cars, and sky and clouds for the planes.

DESCRIPTION OF TEST ITEM:

Ask the child questions which elicit responses naming three means of transportation; for example: "How would you get to school? Tell me another way?"

NATIONAL MIGRANT GOAL

Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE

Provide experiences and activities for the development of self-confidence and positive self-image.

STATE KINDERGARTEN STANDARD GOAL

Develop a positive self-concept.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.098

91. Given an opportunity, a child will tell the group one thing about himself which he feels is important or good.

SUGGESTED ACTIVITIES AND MATERIALS

1. Recognize each child's individuality, and help him develop a healthy self-concept. This is a continuing activity. Always give opportunities for daily success. Have interest tables for objects students bring to share from home. When displaying children's projects be sure that each child's work is represented.

2. Several times during the year, weigh and measure children so that they know they are growing bigger.

3. Names are important to a child's self-concept. Provide many opportunities for a child to use his own name: "I am here" chart, Helper's chart, names on cubbies. Write names clearly and attractively on all children's work. Use each child's name frequently when talking with him.

4. Help children develop a good self-concept by pointing out his good characteristics throughout the day. Play games such as, "Who is wearing a pretty red dress?" or "Who has big brown eyes?"

5. Have children make a scrapbook about themselves. Take a snapshot of the child for the first page. Have children cut out figures to represent his family on another page. Suggested subjects for pages:

   I am _____. Here is my family. I like to _____.
   I live _____. Here is my hand _____.
   I have a ___(pet)___. Here is my foot _____.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will tell the group one thing about himself which he feels is important or good.

STATE KINDERGARTEN STANDARD

The program provides opportunities for the child to see, enjoy and experiment with arts and crafts materials.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER P3.047

92. The child demonstrates pleasure in an art experience by electing to participate in similar activities.

SUGGESTED ACTIVITIES AND MATERIALS

1. Expose children to the following and many other art materials:

   a. finger paint
   b. tempera paint
   c. water colors
   d. plasticene clay, play dough
   e. moist clay
   f. Magic Markers
   g. crayons, pencils, chalk
   h. pipe cleaners
   i. paste, glue
   j. scissors
   k. cloth, construction paper, crepe paper
   l. items from nature, tree bark, etc.

   Suggestions for introducing art materials to children:

   a. Show the group the materials.
   b. Set up ground rules for their use.
   c. Clearly name each material.
   d. Give the materials to the children and allow them to proceed within the framework set by the teacher.
   e. Avoid setting up models for them to copy. Remember that beautifully finished products come from factories, not from children.

2. Encourage conversation within small groups while children are involved in art projects.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

After exposure to several art experiences, the child will be observed choosing to participate in another art activity.

STATE KINDERGARTEN STANDARD

Child demonstrates ability to use a variety of arts and crafts materials to manipulate and construct concepts related to various areas of learning.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.114

93. Given the opportunity and appropriate materials, the child will construct an item relating to something that he is learning in the classroom; e.g., a clay animal or a painting of something studied.

SUGGESTED ACTIVITIES AND MATERIALS

1. During interest center time, provide children with a variety of art experiences. Some examples are:

   a. Cutting experiences: construction paper, magazines, wall paper, old greeting cards, ad sections of the newspaper.
   b. Painting experiences: finger painting on table (press paper on table to pick up design), at the easel, bottle painting (old roll-on deodorant bottles), paint blowing through straws, string painting, sponge and moss painting.
   c. Clay and play dough experiences.
   d. Holiday art: choose projects which can be done by the children and not by the adults for the children.
   e. Experiences with paper: folding, mixing colors, tearing, gluing, assembling pre-cut pieces, coloring, stapling, cutting, illustrating stories and experiences, creating designs.
   f. Experiences with ceramics, decorating containers, yarn, weaving.
   g. Woodworking experiences: hammer and nails, saws, vise, wood, wheels.

2. After field trips, have children make a picture of what they saw or did. "Tell me (us) about your picture."

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

After studying animals, the child will construct an animal of his choice from clay.

STATE KINDERGARTEN STANDARD

Child demonstrates ability to use a variety of arts and crafts materials to express and revise concepts related to various areas of learning.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.115

94. Given the opportunity of choosing from a variety of arts and crafts materials, the child will choose media which he likes best to use.

SUGGESTED ACTIVITIES AND MATERIALS

1. As each arts and crafts experience is initially presented, guidelines are presented to the children in the use, care and storing of materials. Follow up to insure that these "rules" are followed. Within this structure, the child uses materials and techniques freely and creatively. Children are often encouraged to experiment with a new medium. Allowing them to share these experiences with others can be rewarding to them. However, emphasis should not be placed on the end product. Emphasis should be placed on the processes used.

2. Materials with which children should have frequent experiences:

   a. clay
   b. scissors
   c. paste or glue
   d. crayons
   e. paints
   f. wet sand
   g. a variety of scrap materials, etc.

3. Other suggested arts and crafts which might be made available include:

   a. block printing using gadgets, sponges, etc.
   b. string painting
   c. leaf prints
   d. soap painting
   e. sewing on burlap
   f. crayon and paint resistor painting

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When provided a variety of arts and crafts materials, the child will choose media which he likes best to use.

STATE KINDERGARTEN STANDARD

Child expresses unique ideas and patterns through the use of basic art and craft tools.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.116

95. Given the appropriate materials and opportunity, the child will make a painting using his own ideas.

SUGGESTED ACTIVITIES AND MATERIALS

1. Provide children with a bucket or can of clean water and a brush. Allow them to paint outside walls of trailer, steps, sidewalk, fence, trees, etc.

2. Give children many opportunities to finger paint on paper, on plastic or metal trays, or directly on table. Monoprints may be made from the last two.

3. At all times, have two easels available with a variety of pre-mixed fresh paints. Children should feel free to paint as they desire. Occasionally easels may be placed out-of-doors for children to have a greater variety of light and shade. Large sheets of painting paper may be taped to a wall or attached to a fence with clothes pins for children's use.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

Given the appropriate materials and the opportunity, the child will be observed making a painting using his own ideas and not those suggested by the teacher or other children.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.116

96. Given the appropriate materials and opportunity, the child will illustrate a part of a story or poem.

SUGGESTED ACTIVITIES AND MATERIALS

1. Remove the wrappers from wax crayons of several sizes. Place those crayons in a container easily accessible to children. Vary with large soft lead pencils, Magic Markers, paint, etc. Have drawing paper and newsprint of various colors and sizes available for the children to use.

2. Provide children with paper, crayons, pencils, etc. Allow them to draw while you read a descriptive short story or paragraph without pictures.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will use art materials to illustrate a familiar story or poem.

STATE KINDERGARTEN STANDARD

The program provides opportunities for students to express ideas and feelings through music.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS P3.048, X3.110

97. Given music of varying moods, the child will move his body to express his ideas and feelings.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on action recordings such as:

   a. "Mod Marches"
      Learning Basic Skills Through Music
      Hap Palmer, Educational Activities, Inc.
   b. Creative Rhythms for All Ages
      Harold and Mary Jane LeCrone
      Instructor Publications, Inc.
   c. "When Johnny Comes Marching Home"
      Capital Record, Listen, Move and Dance, Vol. II
   d. Boston Pops Play, RCA Victor
   e. Carnival of Animals, Educational Record Sales
   f. My Playful Scarf, Young People's Records #10016
   g. Waltz of the Flowers, RCA Victor

   Give the children scarves or streamers of crepe paper to use in expressing body movement.

2. Have children draw or paint to music.

3. Use rhythm band instruments. Have children pretend they are marching in a real parade. Have the children show what the band would do if:

   a. They were all tired out.
   b. It suddenly started to rain.
   c. They had to wait for a bridge to go up.
   d. A fire engine had to get by.
   e. They saw a friend in the crowd, etc.

4. Choose stories emphasizing humor, suspense, excitement, and other moods to read to the children. Using rhythm instruments, children may express moods; bells for happiness, sticks for anger, tamborine for excitement.

5. Play music that would suggest creeping. Have children take turns being a cat or a mouse. "How does it feel to be the cat?" "How does it feel to be the mouse?" Have children use both words and actions to describe these feelings.

6. Display pictures of two or three experiences (child swinging or dancing, mother rocking a baby, a stormy day). A part of a musical selection is played on piano or phonograph. Have children select the picture which best expresses the feeling portrayed in the music.

7. For dramatization, have children select music which would be appropriate accompaniment to Goldilocks skipping through the woods, the Bears walking through the forest, Goldilocks falling asleep.

8. View appropriate films such as, "Peter and the Wolf."

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

While listening to music, the child will be observed moving his body to the rhythm to express his ideas and feelings.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER P3.048

98. Given appropriate instruction, the child will learn songs expressing a variety of feelings; example, "Happy Song," "I Wish I Had."

SUGGESTED ACTIVITIES AND MATERIALS

1. Show every child how to use the phonoviewer and record player on his own, so that during activity periods, children may listen to records of their own choosing. Give children the opportunity to discuss how the records made them feel.

2. Hap Palmer's, Getting to Know Myself.

3. Have children tell how they feel when slow music is played. Play "Peter and the Wolf." Have children tell how certain parts make them feel.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed in a group, the child will sing songs, which express a variety of feelings. For example, "If You're Happy and You Know It."

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER P3.048, X3.097

99. Given the opportunity to listen to two or more records, the child will choose the one he likes best and show or tell how it makes him feel.

SUGGESTED ACTIVITIES AND MATERIALS

1. After children have had an opportunity to listen to many of the records available in the classroom, give children a choice of which record they would like to have played. Either one child or the whole group might decide. After playing the record, ask the children how hearing the record made them feel.

2. Have children choose between two records. After having heard the record of their choice, encourage the children to express physically how the record made them feel.

3. Encourage children to do pantomime to music.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When asked, the child will select a record and show or tell how it makes him feel.

STATE KINDERGARTEN STANDARD

Child responds to music in a variety of forms.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.117

100. The child responds to music in a variety of forms by electing to participate in similar activities.

SUGGESTED ACTIVITIES AND MATERIALS

1. Invite musicians to the classroom to play their instruments for the children.

2. Follow directions as indicated on action recordings.

"Simplified Folk Songs"
"Home Made Band"
Modern Tunes for Rhythms and Instruments
Hap Palmer, Educational Activities, Inc.

Rhythm Band and All Purpose Music
Rhythm Band Piano/Instrumental Sounds
Action and Imitative
Physical Fitness for Preschool
Preschool Activities for Young Children
Dance Steps - Dances
Harold and Mary Jane LeCrone
Instructor Publications, Inc.

RCA's Listening Activities, Vol. 1, 2, and 3

3. Introduce the rhythm instruments to all the children, remembering to call the instruments by name. Discuss proper care of the instruments, and demonstrate how each instrument is played. Play a selection of music. Ask the children to use several different instruments while the music is being played.

4. Using piano or record accompaniment, each child may choose an instrument that he feels is best for the song.

5. Give the children freedom of choice. Have one child choose his own instrument and then he may choose children to make up his "band."

6. Children are divided into two groups--one group using sticks, and one group using bells. Teacher plays a selection on the piano or plays a record. Children decide which part of the song is best suited for each group.

7. Put three, four or five different instruments where children can see them. Ask the children to close their eyes. Play one of the instruments as accompaniment to a record. Ask the children to tell which instrument was played.

8. Give children the opportunity to use all instruments. Put a different instrument out each day. Discuss name and characteristics of each new instrument. Describe an instrument and have children guess what it is. Occasionally have several children tell you about the instrument they wish to play. Give them the one they have described to you.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

After exposure to a variety of musical experiences, the child will be observed electing to participate in similar activities.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBERS X3.117, X3.111

101. Given the opportunity to hear many songs of varying rhythms, the child will clap to the rhythm of the music being played.

SUGGESTED ACTIVITIES AND MATERIALS

1. Encourage children to sing songs and clap to the rhythms at various times during the day. Use music from the child's culture whenever possible.

2. Follow directions as indicated on action recordings.

   Hand Rhythms
   Harold and Mary Jane LeCrone
   Instructor Publications, Inc.

   Mod Marches
   Hap Palmer Record Albums
   Cook Consultants

   Rhythms and Songs, Dancing Numerals
   Kimbo Records, Early Childhood
   Educational Activities, Inc.

3. When teaching the class a new song, have them clap to the rhythm of the song as you sing it for them several times. Next, let them clap and sing, then sing without clapping, and finally, clap without singing.

4. Sing "B-I-N-G-O."

   "There was a farmer had a dog
   And BINGO was his name-O
   B I N G O
   B I N G O
   B I N G O
   And BINGO was his name-O."

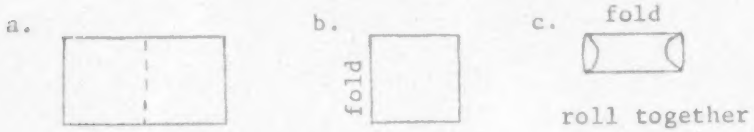
   Repeat the song leaving out the first letter in BINGO, clapping instead. Continue until all the letters have been left out and children are clapping for all five letters.

5. Listen for particular sounds in musical selections. Clap a march tempo. Clap a waltz. Clap softly. Clap the first beat of each measure.

6. Have children clap or tap the patterns heard in parts of songs and fingerplays.

7. Tell children how Indians sent messages with drums. Stress how important it was for them to relay the message correctly. Have children take turns sending the message by beating the message on a drum. Have the group repeat each child's message by using lummi sticks.

   Make lummi sticks by folding one full page from the newspaper. Roll until all the paper is used up. Tape sufficiently to hold.



8. Give children many opportunities to use rhythm band instruments. Vary activities by:

   a. playing rhythm instruments to accompany a record.
   b. having the children repeat with their instruments the rhythmic patterns heard.

9. Clap or tap the syllables in a child's name. Have child repeat the pattern.

10. Have one child sit in front of the group. Have this child keep time to music with various body motions. Teacher accompanies on autoharp or piano, varying the tempo.

11. Listen for rhythm in environmental sounds such as a faucet dripping, or someone walking or running. Have children repeat the rhythm using lummi sticks.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed in a group, the child will clap to the rhythm of the music being played.

LEVELS 3, 4, 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.117

102. After being exposed in school to more than five simple songs, the child will sing with a small group of children at least five of the songs to which he has been exposed.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children opportunities to sing with a small group of children. These could be taped and played back to the group.

2. After children have learned a variety of songs together, ask for a volunteer to sing his favorite song for the others. If the child hesitates to sing alone, encourage him to choose a friend to sing with him.

3. Have two children sing a duet for the class. Have children pretend they are watching the two children on TV. A prop TV can be made from a large packing case.

4. Invite parents and older siblings to hear children sing.

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed in a group, the child will sing at least five of the songs to which he has been exposed.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.117

103. Given a rhythm made by clapping hands, the child will listen and repeat the rhythm by clapping his hands.

SUGGESTED ACTIVITIES AND MATERIALS

1. Start by clapping a slow beat. Ask the children to count the number of claps, then ask them to repeat the same rhythm. Do this same activity using rhythm instruments.

2. Clap out the rhythm of a child's name. Have him repeat it.

3. Clap nursery rhyme rhythms for children to copy.

4. Have children clap hands to rhythm of any song or record.

5. Follow directions as indicated on action recordings such as:

   Carnival Songs
   "Clapping Land"
   Hap Palmer

6. Occasionally view an appropriate educational television program. Encourage children to participate.

   Sing Children Sing
   Educational Television
   Tony Saladan

7. Use lummi sticks, rhythm sticks or hands. Teacher produces a rhythm, children repeat the rhythm. To vary, have children repeat the rhythm making sounds of different animals. Example:

   Rhythm: / ; / /
   Sound: meow, (rest) meow, meow

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed in a group, the child will listen to a rhythm made by clapping hands and will repeat the rhythm by clapping his hands.

STATE KINDERGARTEN STANDARD

Child experiments with a number of musical instruments, creating simple melodies of his own.

LEVEL 5
OBSERVABLE ITEM
ACCREDITATION NUMBER X3.118

104. Given the opportunity to play musical instruments available in the classroom, the child will create his own rhythm or melody.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make instruments available to children as often as possible for experimentation with rhythm and sound. (Home-made drums particularly stimulate the children for this activity.)

2. Have children show how many ways they can play the drum, tamborine, bells, etc.

3. Play simple rhythm records and/or piano and have the children choose an instrument to accompany the music. Show the children how they can follow the beat.

4. Have one child play an instrument while the rest of the children are singing a familiar song. Have children take turns playing an instrument of their choice. Vary this activity by letting two, three, or four children play at the same time.

5. Play a rhythmic beat with an instrument. Ask the child to repeat the same beat with his instrument, or by clapping his hands. (Autoharps, guitars, ukes, etc. are great fun for listening and singing. Children can strum the autoharp while you play the chords.)

CRITERION FOR SUCCESSFUL COMPLETION OF OBJECTIVE:

When observed in an informal situation, the child will choose a musical instrument to play a rhythm or melody of his own.

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